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ABSTRACT

This manual is a guide to group instruction of basic tennis. Chapter 1 discusses four premises. Chapter 2 illustrates basic strokes, including the forehand and backhand ground strokes, the forehand and backhand volleys, the lob and overhead smash, and the half-volley. Chapter 3 presents methods of teaching the strokes, some corrective techniques, and the rules and scoring and teaching them. Chapter 4 outlines teaching beginning tennis and suggests drills for improving play. Chapter 5 discusses tactics including steadiness, accuracy, speed, spin, and player's location on the court. Chapter 6 suggests various teaching aids that can be made or purchased. Chapter 7 discusses testing tennis knowledge through written and skill tests. Chapter 8 discusses safety in teaching including the teacher's and student's responsibilities. Chapter 9 focuses on clothing, courtesies, and customs. Chapter 10 discusses equipment, including rackets, strings, balls, and playing surfaces. Chapter 11 presents a sample lesson plan, and chapter 12 discusses competition and tournaments. Chapter 13 discusses tennis development and the scope and activities of the United States Lawn Tennis Association (USLTA). A 17-item bibliography is included. (PD)

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JOINT COMMITTEE OF THE
United States Lawn Tennis Association and
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TENNIS

GROUP INSTRUCTION

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FOREWORD

The United States Lawn Tennis Association has embarked on a vigorous grass roots approach to the development of more and better tennis players in the United States. The central figures in this program are the physical educators in the public schools. We depend upon them to provide the sound instruction needed to make our program productive. We are delighted to join with the American Association for Health, Physical Education, and Recreation in sponsoring this manual designed to help those teachers instruct tennis more effectively.

Edward A. Turville, President, 1961-62
United States Lawn Tennis Association

The American Association for Health, Physical Education, and Recreation is happy to unite with the United States Lawn Tennis Association in an effort to improve the teaching of tennis. We will be delighted if we can help enrich the offerings of the physical education programs of our nation by improving the quality of instruction in the wonderful game of tennis.

Arthur S. Daniels, Past President, 1961-62
American Association for Health,
Physical Education, and Recreation

The Joint Committee of the American Association for Health, Physical Education, and Recreation and the United States Lawn Tennis Association sponsored a National Seminar group at the Ohio State University in October, 1961.

One of the goals of the seminar was the publication of a manual to assist physical education teachers.

Those attending the seminar were:

Cary Bachman
Judy Barta
John Conroy
Robert Dixon
Mary Jane Donnalley
John Hendrix
Lewis Hilley
Marie Jensen
Sara Jernigan
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Ethel Kloberg
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Bill Moyle
Bill Murphy
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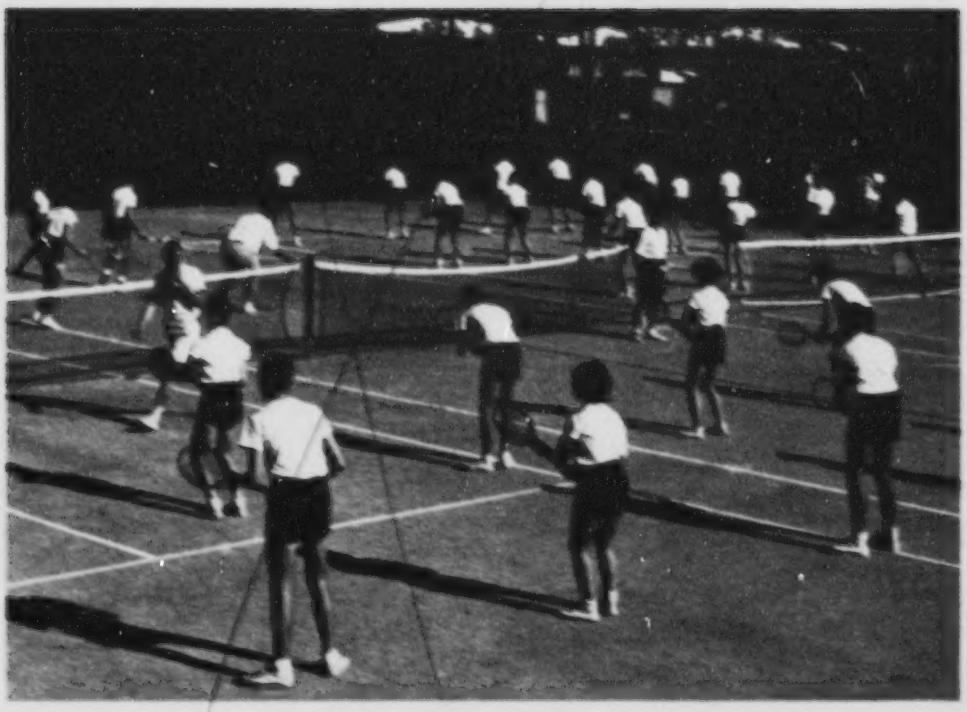
Bob Pease
Anne Pittman
Tom Price
Harrison Rowbotham
Catherine Sample
Mary Slaughter
Emma Spencer
Chuck Wolbers
Catherine Wolf

An editorial committee of Robert H. Pease, John R. LeFevre, William Murphy, and John Hendrix, (chairman) was appointed to complete the writing of the manual.



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I

INTRODUCTION

THE JOINT COMMITTEE of the USLTA and AAHPER presents this manual specifically to assist physical educators and recreational leaders in teaching more effectively the game of tennis to beginner groups. Its primary concern is with those teachers who have little or no personal skill in the game. Four basic premises undergird the entire project and indicate the emphasis of this manual.

Premise No. 1

The first premise is that tennis is a fine game. The many pleasures and benefits accruing to the tennis participant suggest that more and more people should have an opportunity to play. No one sport, obviously, fulfills the needs, drives, and inclinations for every person, but tennis has many unique and desirable qualities which indicate that it deserves a larger role in the sports picture in this nation. Some of these characteristics are:

- *It provides wholesome enjoyment for all ages. Players from eight to eighty can pursue the game at their own pace and skill.*
- *As a vigorous activity it contributes to physical fitness. The degree of activity can be regulated to the needs and capacity of the individual.*
- *It is easy to arrange a game of tennis. Courts are usually nearby, equipment is relatively inexpensive, only two persons are needed, and the game consumes only a relatively short time.*
- *The atmosphere in which the game is conducted tends to develop the most cherished societal traits. True sportsmanship and gentlemanly behavior are an integral part of tennis.*
- *Tennis is competitive. The demands on an expert player for skill, self-discipline, endurance, courage, and tactical analysis certainly equal those of any other sports contest in our culture. It also offers benefits to the top performer--travel, personal contacts, fame, and financial rewards.*
- *Tennis is universal. The same rules govern its play throughout the world. There is a fascinating camaraderie among tennis players wherever they may be. A tennis racket is the "open sesame" to new friends in any city or nation.*

Premise No. 2

The second premise is that any competent teacher can introduce the game effectively to beginners. Inexperience and lack of confidence perhaps have deterred many teachers from even attempting a unit of tennis in their programs. This manual and normal class preparation should equip a teacher sufficiently to introduce this game to a group of children. Advanced level instruction, of course, may present difficult hurdles for these teachers. The concern here, however, is to permit more children to explore a new activity with a sound background of fundamental skills.

Premise No. 3

Thirdly, tennis can be taught in groups, and it can be taught without expensive equipment or facilities. This manual features organizations and formations which make group teaching of tennis as easy as any other sports activity. The gymnasium, a parking lot, or corridors and halls furnish adequate areas for teaching the basic skills and strokes. Naturally, this does not imply that the complete player does not need experience on an actual tennis court. The tools with which to play, however, can be learned easily without them.

Premise No. 4

The last premise concerns the grass roots approach to tennis development in this country. A broad base of participation has its own merit by providing enjoyment to many people and the opportunity of exploring the game more deeply if it intrigues and excites them. The expert player will emerge from this greater participation. Many sources to aid his development are available: private instruction, USLTA Junior Development programs, clinics, high school teams, Junior Davis Cup activities, and tournament competition. The cornerstone of the total program, however, is sound instruction to as many as possible, as young as practical.

Certain basic teaching concepts permeate the writing of this manual. These seem pertinent both to provide better teaching and to be consistent with the accepted aims of physical education in our schools. They are:

- *Tennis should provide fun and exercise as soon as possible in the learning program.*
- *At the end of any program of instruction the student should be able to play regardless of the skill level.*
- *Stroking form should be taught but it should be taught only as a means to the end of more effective play and certainly not as an end in itself. Form for form's sake is not valid.*

The instructions in this manual pertain specifically to beginning players from ages 10 through 13. The principles involved, however, are pertinent to all inexperienced players regardless of age.

II

THE STROKES

TENNIS IS A GAME which involves opposing players who stroke the ball back and forth over a net into the court. Play continues until one of the players hits the ball out of the court or into the net or does not stroke the ball before it bounces twice.

The Play

Play is started when one player (the server) stands behind the base line and to the right of the center mark and puts the ball in play by tossing it in the air and striking it with his racket so that it lands in the right service court on the opposite side of the net. This player has then "served" the ball to his opponent.

The opposing player (the receiver) must let the served ball bounce and then must hit it into his opponent's court, between the side lines, the base line, and the net. Balls are hit alternately until one of the players fails to return the ball into his opponent's court. After the service, balls can be played before they have bounced or on the first bounce. *Points* are scored according to the official United State Lawn Tennis Association rules. After the first point is completed, the server moves to the left of the center mark and serves into his opponent's left service court. Subsequently, he alternates service courts for every point. A designated number of points make up a game; games make up a *set*, and sets, a *match*. (See scoring on page 24)

In doubles, two players on one team oppose two players on another team. The singles court is widened by the addition of alleys on each side. The idea of the game, however, remains essentially the same as in singles. Players serve in turn in doubles, first a member of one team, then a member of the other team, and so on. However, players need not take turns hitting the ball after it is in play following a return of service.

The Basic Strokes

The basic strokes of the game, the ones with which a beginning tennis player should be concerned, are the forehand ground stroke, the backhand ground stroke, the serve, and the forehand and backhand volleys. These strokes make up about 95 percent of the actual playing time during matches. Other strokes must be mastered for championship play, but they need not be taught to the beginning players.

The stroking techniques employed by successful players most often conform to a pattern which is in accord with what is generally con-

sidered to be good form. No two players, however, hit the ball exactly alike, for as a player gains experience in the game he adds refinements to his techniques which are suited to his own unique characteristics. These refinements result in slight variations in form or style, particularly with regard to minor, unimportant details, but they do little to affect the over-all general pattern of the technique, as the majority of good players observe certain basic fundamental concepts. It is these basic concepts on which a beginning player should concentrate his efforts. He should strive to develop a simple version of a stroke without frills, flourishes, or adornments, and let the natural development of refinements take care of itself as he gains experience in the game.

FOREHAND GROUND STROKE

The forehand ground stroke is the stroke used by a player to hit a ball on the right side of his body after the ball bounces (a left-hand player uses the forehand stroke to hit a ball that comes to him on the left side of the body).

In making a forehand stroke, a right-handed player turns from a ready position, in which his body is facing the net, to a hitting position, in which he faces the right side line. If the ball comes fairly close to his ready position he merely has to turn sideways; if the ball is some distance away, he must skip or run to it and then must assume the sideways position before beginning the actual forward swing. He prepares to hit the approaching ball by sweeping the racket backward, away from the net. The racket moves to a point somewhere beyond the right hip, while weight is placed on the rear foot. The forward swing of the racket begins as the ball approaches a point opposite the left hip. The player steps toward the net with the front foot and shifts his weight forward as he steps. He swings his racket forward, "through the ball," and then on toward the net. Throughout the forward swing, the racket head moves toward the net, and at the completion of the stroke it is pointed in the general direction of the left net post.

The wrist is kept fairly firm throughout the stroke, especially through the hitting area. As the racket strikes the ball, the racket and hitting arm move together toward the net for a short distance

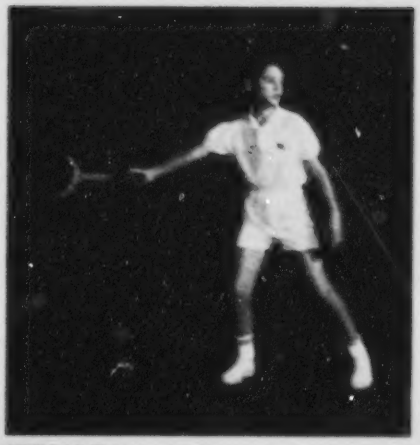


FIGURE 1

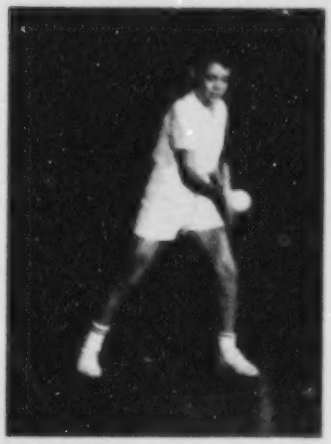


FIGURE 2

FIGURE 3

before being swung around to the left. The arc through which the racket travels is thus flattened out through the hitting area. The right elbow moves from close to the body to a reaching position away from the body at the finish of the stroke.

The stroke is essentially the same regardless of whether a player is hitting a knee-high ball, a waist-high ball, or a shoulder-high ball. For low balls, the knees are bent to bring the level of the swing down to the low level. For high balls the knees need not be bent a great deal; they should be bent enough, however, to provide good body balance as the hitting arm is moved upward from the shoulder to bring the swing up to the high level.

BACKHAND GROUND STROKE

The backhand ground stroke is the stroke used by a player to hit a ball that approaches him on the left side of his body as he is facing the net.

The player turns from a waiting position (facing the net) to the hitting position (facing the side line). As the ball approaches him he sweeps the racket backward, at waist level, until the racket is pointing directly away from the net. The racket is swept back with the left hand at its throat; the right arm is kept comfortably straight and reasonably close to the body. The shoulders are turned away from the net so that the player watches the approaching ball over his right shoulder and the right hand is just beyond the left hip. The weight rests on the rear foot during the backswing.

The racket makes contact with the ball just forward (toward the net) of the right hip on the backhand stroke. As the ball gets close to this point of contact, the weight is shifted to the front foot as the player steps toward the net with this foot. The left hand is released from the racket and the racket is swung forward, through the ball, and on toward the net. As in the forehand, the arc through which the racket travels is flattened out through the hitting area so that at the finish of the stroke the racket is pointing at and reaching toward the net.

Adjustments for low, high, and medium balls are made as on the forehand, by varying the degree of knee bend and the angle of the extended hitting arm.

FIGURE 4

FIGURE 5

FIGURE 6

THE SERVE

The stance used for the serve is similar to the hitting position for the forehand ground stroke, except that the toes are pointed toward right net post.

The serve is begun by holding the racket out toward the net so that the handle is at waist level and the racket head is at chest or shoulder level. The left hand, which holds the ball, rests against the racket throat. The weight is back on the rear foot.

The arms are brought down together from the starting position. The right arm swings the racket head down and away from the net, past the knees, then upward behind the body. At the same time the left arm moves down close to the left thigh, then upward to toss the ball just as the right arm starts to move the racket head upward behind the body. The arms move down and up together.

As the racket head reaches about shoulder level behind the body, it drops behind the back in a small looping swing and then whips upward and forward, into and through the ball.

A smooth motion of the left arm tosses the ball above a spot about six inches in front of the forward foot and about as high as the player can reach with the top edge of his racket. The ball is released just as the left hand passes the face. The weight is shifted from the rear to the front foot during the upward and forward movement of the racket head.

FIGURE 7

FIGURE 8

FIGURE 9

FIGURE 10

FOREHAND AND BACKHAND VOLLEYS

The volleys, forehand and backhand, are usually made from the forecourt about six to eight feet from the net, when a player has advanced to this position behind a deep, well-placed drive, or a hard serve.

In the waiting position, a player faces the net with the feet slightly spread and the knees slightly bent. If he must move to the side, he steps across the front of his body with the left or right foot for the forehand or backhand respectively. If the ball comes directly at him, he steps only slightly forward toward the net.

The swing for the volley is a short one. It is a jabbing or punching motion, with the forearm snapping the racket head into the ball. Contact between ball and racket is made well out in front of the body, slightly forward of the front foot, as the weight shifts from the rear to the front foot.

Low balls are undercut, as the racket head is jabbed forward and downward into the ball. High balls, which can be hit down, are hit with little or no backspin.

FIGURE 11

FIGURE 12

FIGURE 13

FIGURE 14

LOB

The lob (forehand and backhand) is used to hit the ball over an opponent's head when he is playing at the net.

The grip and stance for the lob are the same as those used for the ground strokes. The stroke differs from that used in driving, however, in that there is very little backswing, much less pronounced body pivot and shoulder turn, and a much shorter follow through. The racket head is tilted upward as it comes forward so that a small amount of backspin is imparted to the ball. The short follow-through should be upward.

OVERHEAD SMASH

The overhead smash is the answer to the lob; it is the stroke used to return a lob that has not cleared a net man.

The stroke corresponds closely to that used in serving. The grip, the stance, and the shift of weight are almost identical to those used in serving. A slight change in the backswing, however, is the signifi-

III

TEACHING THE STROKES

IN THE INITIAL STAGES of the learning process, a learner responds to visual cues, verbal cues, or a combination of the two. Some learners respond most readily to a demonstration of a skill or technique, while others depend upon a description or explanation of it. Still others benefit most from both a demonstration and explanation.

Methods of Presentation

Because learners respond to different things and in different ways, an effective teacher makes use of all these cues. He provides simple, clear demonstrations or pictures of what is to be learned, and he explains what is to be learned in clear and concise form. He need not be an excellent player himself, to demonstrate and explain a technique or skill effectively. Excellence of performance in tennis is helpful to a teacher, but it is not absolutely necessary.

An unskilled player who aspires to be an effective teacher can demonstrate a skill or technique through the use of photographs, drawings, or movies of skilled performers. Visual aids can thus substitute for actual teacher demonstration. Furthermore, an unskilled player can acquire, with a little practice and study, sufficient skill techniques embodying proper form to demonstrate satisfactorily the required strokes to beginning players. The proper grip, for example, can be learned very quickly and demonstrated to the pupil. Simple, basic stroking techniques, involving "dummy" swings and dropped and tossed balls can also be learned with a little practice, simply by following the instructions and explanations contained in this manual and by using the drills suggested. Perhaps a fellow teacher acting as a coach and using this manual can help the teacher practice and acquire good stroking technique. Some practice is necessary, it is true, to learn even the simplest techniques, but even a teacher who has played little or no tennis can learn enough to demonstrate effectively in a surprisingly short time.

The verbal cues used by a teacher must be carefully selected. In order for the learner to make the proper responses to verbal cues, the cues must enable him to draw a mental picture of the desired result or objective. He must be able to "see" what good form is and what he is working toward.

However, since the essence of the learning process is pupil activity, neither demonstration, nor explanation, nor a combination of the two alone will teach a youngster to play tennis. In order for learning to take place the student must go through the motions; he must "feel" the act, the movement, the stroke. By demonstration and verbal

description, the teacher may provide the starting point from which the learner is to proceed, but the learner begins to acquire skill only by practicing the act. He must learn, for example, to feel that his racket is in the right or wrong position, and he must learn to respond to cues in his muscular feel to make whatever corrections are necessary if he feels wrong.

The teacher's task, then, is to provide a picture of good form, either through demonstration, movies, or still pictures; to provide instructions or explanations that will help the learner to feel this good form; and to provide practice procedures, drills, and corrective techniques that will help him to acquire this good form.

Teacher's Instructions to the Pupil

When helping pupils to learn the feel of good form, a teacher should keep his instructions and explanations as simple, clear, and concise as possible. Prolonged explanations to beginners are unnecessary and undesirable. They want to know what they should do, and they want to be told how to do it in terms that are as simple as possible.

The following instructions should be given to pupils when they are learning the basic fundamentals of the strokes. The instructions are designed for right-handed players; left-handed players should be told to reverse the instruction by substituting left for right and right for left. Whenever possible, the teacher should use designations other than left or right when there are left-handed players in the group. Rear and front, or anchor foot and stepping foot, can be used in place of left foot or right foot, and tossing arm and serving arm can be used for left arm and right arm.

The techniques of teaching strokes to large groups (12-20 pupils) differs from that used in teaching small groups or in giving individual attention or private instruction. In large groups, the instructor must use simple, clear, concise explanations and instructions when working with the group as a whole. When the entire group is broken down into small sections, however, the instructor can walk among the group to give individual attention to the pupils. His detailed instructions and explanations elaborate on the simple ones given earlier. The instructor must therefore be able to say the same thing in many different ways; he must have three or four expressions or explanations at his command to be used as he deems necessary.

In describing the finish position of the forehand stroke, for example, "racket on edge" may not mean the same thing to every pupil and it may not be equally effective in developing proper form with every pupil. To some pupils there may be a better way of expressing what there is to say about the kind of finish required. Perhaps "keep the racket face vertical," or simply, "keep your wrist firm" will do it. At any rate, the teacher faces the task of saying the same thing in as many different ways as possible in order to reach as many of his pupils as possible. He must also define his terms so that they mean exactly what he wants them to convey to his pupils. In the final analysis, what a learner does depends on how he interprets the instructions.

The teacher must prepare a list of key words, cues, or expressions, all of which say the same thing but in different ways. He adds to this list constantly, changing and revising it frequently, noting those cues which are most meaningful to certain pupils and those which mean nothing to these pupils. (See cue word lists after each explanation.)

FOREHAND GROUND STROKE

Grip

1. Grasp the racket at the throat with your left hand. Place it in front of your body so that it is pointing directly away from you at waist level, with the racket handle parallel to the ground and the racket face standing on its edge with the short strings pointing toward the ground.

2. Extend your right hand and place the palm against the strings of the racket.

3. Slide your right hand toward your body, past the racket throat, and down to the handle.

4. Point the fingers of your right hand at a spot on the ground about three feet in front of your body.

5. Wrap the fingers of the right hand around the handle so that:

a. The bottom or low point of the "V" or "U" formed by the top of the hand is at the middle of the top of the handle
b. The thumb is against the side of the middle finger
c. The first finger is separated slightly from the middle finger ("trigger finger" position).

- *almost like shaking hands with the racket handle.*
- *point the "V" or "U" on middle of handle top.*
- *first finger is like a trigger finger.*
- *palm facing the net.*
- *fingernails facing the net.*

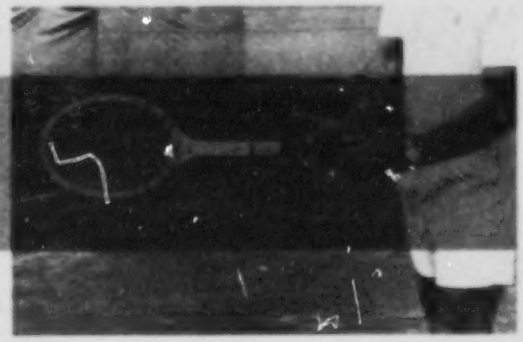


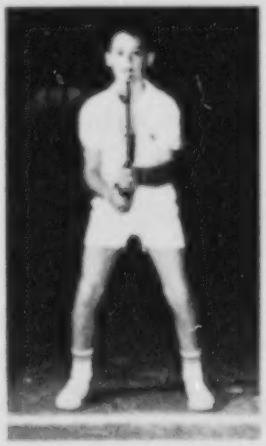
FIGURE 15

Ready Position

1. Face the net, with your feet spread about shoulder width, your knees slightly bent, and your weight slightly forward on the balls of your feet.

2. Hold the racket throat lightly with your left hand and hold the racket handle with the right hand in the correct forehand grip.

3. Hold the racket at waist level so that it is pointing toward the net. It should be comfortably in front of and slightly away from the body.



- *face the net.*
- *stand like an infielder in baseball.*
- *be on the balls of your feet ready to move.*

FIGURE 16
FIGURE 17

Hitting Position

1. From the ready position turn on the right foot and swing the left foot toward the net so that you face the right side line (a sideways stance, like a baseball batter's stance).

2. Let the racket "flow" out of the left hand as you turn, and take it back away from the net at waist level until it points at the fence behind the court.

3. Place your weight on the back foot (racket back, weight back.)

4. Your right elbow should be slightly bent in the racket-back position.

- *turn sideways.*
- *stand like a batter in baseball.*
- *stand sideways.*
- *face the right side line.*
- *pivot, or turn, on the right foot.*
- *swing the left foot toward the net*

FIGURE 18

Forward Swing

1. Step toward the net with your front foot (the stepping foot) and shift your weight to that foot as you start to swing the racket forward to meet the ball opposite your left hip.

2. Bring the racket head "through" the ball with a slightly upward swing toward the net.

3. Turn your hips and shoulders as you swing. Shift your weight so that at the finish of the swing your shoulders are facing the net, your racket is pointing at the net, and your right heel is raised off the ground.

4. Your racket should remain on edge throughout the swing, and your knees should be slightly bent.

FIGURE 19

- *sweep the racket back, wind up.*
- *point the racket away from the net, at the back fence.*
- *racket should go to 6 o'clock (if clockface-on-ground theory is used, with player hitting toward 12 o'clock).*
- *step into ball; left foot is stepping foot, right foot, anchor.*
- *hit the ball flat.*
- *swing slightly upward, toward top of fence beyond net.*
- *swing, thrust the racket head through the ball.*
- *swing from inside to outside, flatten arc of swing.*
- *move elbow from close to the body, to away from the body.*
- *keep ball on racket as long as possible; steer it.*
- *throw ball off your racket; reach for the net.*
- *a tight, firm finish.*
- *keep the racket from drooping.*
- *stroke the ball; don't slap at it.*
- *keep the wrist firm; lock it.*
- *watch the ball carefully; look at it constantly.*
- *watch the ball as it comes off the racket to see if it's spinning.*
- *bend knees enough so you don't feel stiff, awkward; get down.*

BACKHAND GROUND STROKE

Grip

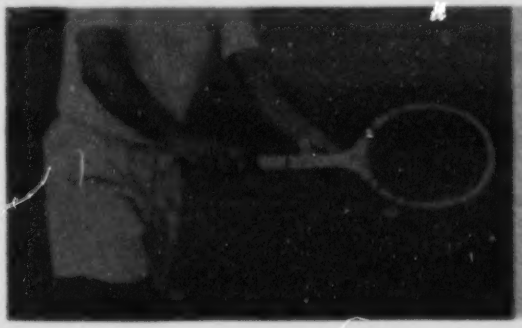
1. Grasp the racket throat with your left hand and hold the racket at waist level so that the handle is parallel to the ground and the racket head is standing on its edge, perpendicular to the ground.

2. Extend your right hand, at waist level, with your palm facing the ground.

3. Place the racket handle under your palm so that the end of the handle is under the heel of your hand and your first knuckle is on top of the handle.

4. Place your thumb diagonally along the back of the handle. Wrap the other fingers around the handle, but separate the first finger from the middle finger slightly.

FIGURE 20



- palm on top of the handle.
- palm facing the ground.
- turn the hand to the left, about one-eighth or one quarter turn from the forehand.
- get forehand grip, then keep hand still and turn the racket one-eighth to one-quarter turn to the right.
- the knuckle of the little finger faces the net.
- thumb along the handle.
- brace it with your thumb.
- push the racket along with your thumb.

Ready and Hitting Positions

1. From the ready position (same as the forehand) turn on the left foot and swing the right foot toward the net so that you face the left side line.

- turn or pivot on the left foot.
- swing the right foot forward.
- face the left side line.
- stand like a left-handed batter in baseball.

Backhand Swing

The backhand swing is reversed from the forehand swing.

1. Guide your racket back with your left hand at waist level until your right hand is just to the rear of your left hip.

2. Your right elbow should be comfortably straight and fairly close to your body during the backswing; your shoulders should be turned a little more than on the forehand so that you must look at the ball over your right shoulder.

3. Step toward the net with your front foot and shift your weight to this foot as you begin the forward swing. Release the left hand from the racket throat and swing the racket head through the ball and slightly upward toward the net. Your racket should meet the ball just forward (closer to the net) of the right hip.

4. Your right arm should be straight as the racket meets the ball.

5. Your knees should be slightly bent throughout the swing.

6. At the finish of the swing your right arm should be straight, your racket should be pointing at the net, and your left heel should be raised off the ground.

FIGURE 21

- turn the left shoulder back, away from the net.
- look at the ball over your right shoulder.
- your chin should be touching your right shoulder.
- right hand on left hip pocket.
- right elbow close to the body.
- swing the racket head through the ball.
- swing toward the top of the fence beyond the net.
- stroke the ball with a fairly straight right arm.
- firm grip, firm wrist. Don't let the racket head droop. A firm, tight finish.

THE SERVE

Every beginning player should be concerned with developing a simple, reliable, easily hit serve, but one in which the elements that go to make up the swing are similar to those in the full swing, more advanced type of serve. The instructions suggested below are designed to teach the beginner a simplified version of the service swing, a delayed toss serve. This differs from the more advanced serve only in that the grip is slightly altered and the difficult coordinated movement of the arms (down together–up together) is eliminated. The forehand grip is used for the simple serve, and the toss of the ball is delayed until after the racket is brought down, back, and then up to the "wind up" position, behind the back. When some degree of proficiency has been achieved with the simple serve, it is a relatively easy matter for a player to make the slight shift in the grip (from the forehand toward the backhand grip) and to learn the coordinated arm movements, which are typical of the advanced or semi-advanced serve.

- *use the forehand grip, but hold the racket slightly more in the fingers.*
- *your toes should be pointing toward the right net post.*
- *a line across your toes should be pointing toward the right net post.*
- *hold the racket out in front of your body.*
- *point the racket toward the court to which you're hitting.*
- *rest the left hand against the racket throat or handle.*
- *let the racket fall over your shoe tops, then drag it back past your knees.*
- *racket head held high, your wrist should be low.*
- *swing the racket down, then up, away from the net, to about head high.*
- *use a smooth motion when tossing the ball. Just lay the ball up. Place it up.*

Grip and Ready Position

1. Same as the forehand grip.

2. Face the right sideline with your feet spread about the width of your shoulders. Point the toes of both feet in the general direction of the right net post.

3. Hold the racket comfortably away from your body, toward the net, with the racket head about chest high and the racket handle about waist high. The racket should be pointing at a spot above the service court to which you are serving.

4. Hold the ball lightly in the fingers of the left hand and rest the left hand against the racket throat.

Hitting Position and Swing

1. Let the racket head fall downward and drag it directly away from the net and past your knees; then bring it upward and drop it behind your back by bending your right elbow. At this point the racket is pointing almost straight down. Let your weight flow back to your rear foot as you drag the racket away from the net.

2. When the racket head is behind your back, toss the ball upward, with a smooth motion of your left arm, so that it is directly over a spot on the ground about six inches in front of your front foot. Toss the ball about as high as you can reach with the top edge of your racket.

3. Just as the ball starts to fall, throw the racket head upward and forward through the ball and toward the net. Shift your weight to the front foot during the swing. Your right arm should be straight when your racket meets the ball.

4. Your racket and right arm should be pointing at the ground in front of your left foot at the finish of the stroke.

5. Your right heel should be raised off the ground as you shift your weight during the swing.

FOREHAND VOLLEY

1. Turn on your right foot, step toward the ball with your left foot as the ball approaches you.

2. Release your left hand from the racket throat and take the racket head back as you do on the forehand drive, but only about half as far.

Hitting Position and Swing

3. "Punch" or "jab" the ball with the racket head. The racket should meet the ball about six inches closer to the net than is the left side of your body.

4. Stop the racket head just after it strikes the ball. The follow-through, or forward swing, is much shorter than it is for the forehand drive.

5. Shift your weight from the rear foot to the front foot during the stroke.

6. The knees should be slightly bent throughout the stroke.

The grip and ready position are the same as for the forehand ground stroke.

- *punch the ball; jab it.*
- *short backswing, practically no follow-through.*
- *step into the shot.*
- *keep the wrist and grip firm.*
- *bend your knees; get down to the ball.*

BACKHAND VOLLEY

The grip, ready position, hitting position, and swing are just about the same as those used in the backhand ground stroke. The backswing, however, is just a little shorter (the right hand doesn't go back quite to the left hip), and the follow-through, or forward swing, is shorter (the ball is jabbed or punched with the movement of the racket head being stopped after the ball is hit).

Some Corrective Techniques

Previous instructions concerned themselves primarily with the mechanical patterns of strokes which were hit from a more or less stable position. The nature of tennis as an active competitive sport makes it highly improbable that players even at the beginner level make many strokes without considerable adjustment to the moving ball. The three moving elements of the game—the swinging racket, the player himself, and the approaching ball—must be aligned in the most effective relationship for controlled strokes. The player has to move himself in relationship to the moving ball and swing the racket at the proper instant to meet the ball in the correct place, opposite the stepping foot on the forehand and a few inches in front of the stepping foot on the backhand. This implies continual adjustment and good timing. Several factors affect this adjustment and serve as an important means of correcting errors after the basic stroking patterns have been acquired. They include:

WATCHING THE BALL

Intense visual concentration on the ball means focusing on the ball right up until the racket makes contact. It is a very common fault to look up or to pull the head up just before striking the ball. Hitting the ball on the wood is the usual result. Misjudged balls usually stem from the player's watching the ball in the peripheral vision, but not keeping it in focus.

FOOTWORK

The movement of the feet should serve three functions: move the player to the proper position relative to the ball, align the player in a sideways stance, and permit a shift of weight from anchor to stepping foot. From the ready position the player moves first the foot which will later become his anchor foot in the swing as he runs or shuffles sideways toward the ball. The next to last step is the placement of the anchor foot in the proper position from the ball. Then he steps toward the net with the stepping foot as he swings. Footwork obviously is more than just placing the feet in a certain sequence; it means adjustment to the moving ball; the player often plants himself too early and then finds he is accommodating to the ball with only his arm and wrist.

EARLY BACKSWING

Proper timing is facilitated by merely swinging the racket back early and in the proper position. This means also that the racket is drawn back as the player is moving to the ball. Failure to get the racket back early usually means a quick slap at the ball.

ABSENCE OF TENSION

With tension, the stroke becomes a stiff jab. Tightly locked muscles do not permit the smooth, rhythmic coordination that is required of a good swing.

FOLLOW-THROUGH

At contact the ball flattens out against the strings of the racket; it stays in contact for several inches in the path of the swing. This is the only time the player has control over the ball. During this time he must "push through" the ball or "fling it" off the racket. If this is accomplished, the momentum of the racket will cause a follow-through to a position pointing at the net. If the racket stops before this position, it indicates that a proper thrust was not present.

Teaching the Rules and Scoring

Beginning tennis players need not know all the rules of the game. An understanding of the basic rules, which cover the situations that occur most often during actual play, and of the scoring method used in the game is all beginners need know.

STEPS TO FOLLOW

1. Explain the idea of the game, using a diagram of a court on a blackboard or on the floor.

a. Stress names of lines and areas of the court.

b. Stress normal position of players during play.

c. Mention strokes used in various positions.

2. Explain the terms and sequence used in scoring. "Play" a sample game, using the diagram, to explain and demonstrate scoring as in a game situation.

3. Introduce the basic rules through use of sample game played on the diagram.

4. Have students play hand tennis on a miniature court (8' x 4') drawn on the floor. Two rackets placed handle end to handle end across the middle of the court can serve as the net.

5. Instructor moves from "court" to "court" to observe, answer questions, and make corrections.

The Basic Rules

CHOICE OF SERVE AND SIDE

To determine who serves first and on which ends of the court the players will start, players toss or spin, prior to the beginning of a match. One player spins his racket and lets it fall to the ground. As it spins, the other player calls "rough" or "smooth" (referring to the way the trimming cord on the racket face is wound around the main strings). The player who wins the toss may choose, or request his opponent to choose:

1. *The right to be server or receiver, in which case the other player shall choose the side, or*
2. *The side, in which case the other player shall choose the right to be server or receiver.*

SERVING

1. *The server can stand anywhere between the center mark and the single side line.*
2. *The server cannot walk or run while in the act of serving.*
3. *The server cannot step on the base line while serving, nor can he step into court across base line until his racket strikes the ball.*
4. *The server can use an overhand motion, a sidearm motion, or an underhand motion in serving the ball, but the ball must be struck before it strikes the ground.*
5. *If the server tosses the ball and swings at it and misses it completely, he is charged with a fault. It is not a fault if the server tosses a ball and then does not swing at it, catching it or letting it fall to the ground.*
6. *A served ball that strikes the top of the net and lands in the proper service court is a let, and is served again.*

RECEIVING THE SERVE

1. *The receiver of the serve can stand anywhere he wishes when service is being made, but he must let the served ball bounce before returning it.*
2. *The receiver loses the point if the served ball touches him, or anything he carries or wears, before it strikes the ground.*

GENERAL PLAY SITUATIONS

1. *A player loses the point if his body, his racket, or his clothing touches the net, net post, or the ground within his opponent's court, while the ball is in play.*
2. *A ball that touches the net ceases to be in play as soon as it is clear that the ball, unimpeded, will not cross the net.*
3. *A player can reach over the net to make contact with a ball only if the ball has bounced backward over the net. He cannot touch the net while doing so, however.*
4. *A player cannot reach over the net to strike a ball, before the ball bounces. He must make contact with the ball on his side of the net, though he can swing his racket across or over the net after the ball is struck.*
5. *A ball is considered to be good until it strikes the ground outside the lines of the court, or the fence behind and at the sides of the court. If a player catches the ball before it strikes the ground outside the lines, or the fence, he loses the point. The ball must be allowed to bounce before it is out.*
6. *A ball that strikes the top of the net at any time other than when being served and lands within the boundaries of the court is in play and must be returned.*

DOUBLES

1. In doubles, the server may stand anywhere between the center mark and the doubles side line.

2. The receiver of the serve, his partner, and the server's partner may stand anywhere they wish during service.

3. At the start of a new set, a team may change the order of service from that followed in the preceding set.

4. The receiving formation of a doubles team may not be changed during a set; it may be changed only at the start of a new set. Partners must receive throughout each set on the same sides of the court which they originally select when the set begins.

Scoring in Tennis

THE GAME

Points in tennis are called: love, 15, 30, 40, deuce, advantage, and game.

0, or nothing is called	love
First point won by a player is called	15
Second point won by that player is called	30
Third point won by that player is called	40
Fourth point won by that player gives him the	game

Except that:
if each player has won three points (40 all), the score is deuce. Then the next point won by a player gives him advantage, but if he then loses the point, the score is again deuce.

The server's score is always called first:

SERVER	RECEIVER	SCORE
1 pt.	0 pts.	15-love
2 pts.	0 pts.	30-love
3 pts.	0 pts.	40-love
4 pts.	0 pts.	game for server
1 pt.	1 pt.	15-all
2 pts.	3 pts.	30-40
3 pts.	3 pts.	deuce (40-all)
4 pts.	5 pts.	receiver's advantage
4 pts.	6 pts.	receiver's game

THE SET

The first player to win six games wins a set, provided he is at least two games ahead of his opponent (6-2, 6-3, 7-5, 8-6, etc.)

THE MATCH

A match generally consists of two out of three sets. The first player who wins two sets wins the match. Championship matches in big tournaments are usually three out of five sets. Here the first player who wins three sets wins the tournament.

IV

PROGRESSIONS AND FORMATIONS

THE TEACHER who must teach a group of children any kind of active game or contest recognizes the importance of having the learning activities well organized and planned in advance. Without preplanning and organization, chaos will soon result, with little learning taking place. This is particularly true in group teaching of tennis when numbers of players swinging rackets and hitting balls are confined to a relatively small area.

For this reason, some teaching progressions are described and class formations presented which will assist the teacher in bringing the beginner from his first hesitant venture onto the court to the point where he is actually playing the game. The group organization, progressions, and formations are designed to provide the following functions essential to successful group instructions:

- Continuous participation of all members of the class in some purposeful activity
- Continuous supervision and direct contact between the teacher and all members of the class
- Progression from simple to more complex skills and activities
- Opportunities for pupil interaction and mutual constructive criticism
- Opportunities for grouping according to skill level and rate of learning.

The teacher must not overlook the importance of keeping the activity difficult enough to be challenging. Activities that are too easy become boring and those that are too difficult become discouraging. Grouping students by level of achievement permits teaching progressions challenging to all.

Outline for Teaching Beginning Tennis

INTRODUCTION TO THE GAME

- *Explain the idea of the game; use of diagram on floor or blackboard will be helpful.*
- *Demonstrate basic strokes (forehand ground stroke, backhand ground stroke, serve, volley lob, overhead smash, half-volley).*
- *Classify group into smaller homogeneous groups of two, three, or four members through use of simple wall test. (Player hits ball against wall as often as he can in one minute, standing behind a line 20 feet from wall. Ball must strike wall above a three-foot line. Divide players into smaller groups on basis of scores on this test.)*

HANDLING GROUPS

- *Simple swing drills*

1. Group merely spreads out on floor, keeping eight to ten feet apart (lefthanders to the right side of group when working on forehand swings, to the left side of group when working on backhands, and facing group when combined forehand and backhand are being practiced.
2. Instructor stands facing group for instruction and demonstration.
3. Instructor walks among group to make necessary corrections in strokes.
4. Players check each other's swing (buddy system).

- *Hitting drills (dropped and tossed balls)*

1. Work individually or in pairs, three's, or four's depending upon size of group and space available. (No. 1 hits, No. 2 coaches or tosses; No. 1 hits, No. 2 tosses or drops, No. 3 coaches, No. 4 retrieves balls.) Rotate positions so that all get equal hitting time.
2. Players hit toward a wall or fence.
3. On a court, players hit from side line to side line (one court can accommodate 16 to 20 players easily). (See Diagram 1.)
4. Instructor walks from group to group to give individual attention.

STEPS IN TEACHING THE GROUND STROKES

- *Drills for developing readiness for tennis*

1. Footwork drills

side shuffle, left and right • cross-over step, left and right • forward shuffle (galloping), forehand and backhand • backward shuffle, forehand and backhand • oblique (angle) running, left and right, and stopping • with good balance (for forehand and backhand)

2. Hand and ball drills

partners play underhand catch (on first bounce and "on fly") • stationary hand dribble (free foot, and anchor stepping foot) • self-toss and catch with tossing hand (toss opposite left foot) • self-toss and catch at waist level with hitting hand ("wall to wall" or "fence to fence" swing of hand) • self-toss and right hand hit with anchor and stepping foot against wall or fence or to partner • partner toss and right hand hit to hitter, six feet away

3. Racket and ball drills (using choke grip, with hand at racket throat)

stationary ground dribble • stationary air dribble • stationary air juggle (pistol grip of racket on edge) • self-toss and hit against wall or fence, three feet away • self-toss and hit to partner, 20 feet away • partner-toss and hit to partner, 20 feet away

- *Levels in development of the ground strokes*

1. The swing
2. Hitting a dropped ball, self-drop three feet from fence and partner-drop
3. Hitting a tossed ball, partner-toss
4. Running to hit a tossed ball, partner-toss
5. Rallying against a wall or on a court

- *Five points of form for the ground strokes*
  1. Grip
  2. Ready (waiting) position
  3. Hitting position
  4. Backswing
  5. Forward swing

TEACHING THE SERVE

- *Levels in development of the serve*
  1. The Swing
  toss and let ball drop practice • delayed toss and snatch catch with hitting hand • delayed toss and hand hit against wall or fence (six feet away)
  2. Serving against wall or fence with racket, standing six feet from wall or fence (see diagram II)
  3. Serving to target-man partner who stands against wall or fence 15 yards away from server
  4. Serving on court from six feet inside base line, then from behind base line
- *Points of form for the serve*
  1. Grip
  2. Hitting position (the stance)
  3. Backswing and toss
  4. Forward swing

TEACHING THE VOLLEYS

- *Levels in the development of the volley*
  1. The swing
  2. Hit partner-tossed ball to partner 12 feet away
  3. Volley a ball hit by partner at base line
  4. Rally on court with partner (one at net, one at base line)
- *Points of form for the volley*
  1. Grip
  2. Ready position
  3. Hitting position
  4. Backswing
  5. Forward swing

TEACHING THE RULES AND SCORING

- *Explain the idea of the game; use of diagram on blackboard or floor will be helpful.*
- *Explain the sequence in scoring, using the diagram.*
- *Introduce basic rules by "playing" a game on the diagram.*
- *Have students play hand tennis on a miniature court (8′ x 4′) drawn on floor. Two rackets placed handle end to handle end across the middle of the court can serve as the net.*
- *Instructor moves from "court" to "court" to observe, answer questions, and make corrections.*

GENERAL CLASS PROGRESSION

- *Progress from one level to next when majority of group is ready for advancement. Use simple tests to prove readiness (for example, hit ten balls in a row to tosser or target with good form).*
- *Let group rally at close of some periods (to learn timing and judgment). Use short court, bounded by service lines, with lowered net in early stages. Move students back and raise the net when they become more proficient.*

- *Start backhand after second or third lesson; start serve after third or fourth lesson; then teach all three together.*
- *Teach scoring after sixth or seventh lesson so group can play. Use a simple chart showing scoring terms and sequence, combined with playing hand tennis.*
- *If players are small (seven to nine years old) let them serve from point midway between base line and service line; then move them back to base line when they become more proficient.*
- *Give volley practice by having two players volley to each other, standing six to eight feet apart.*
- *Give doubles practice.*
- *Use "teaching stations" on court for various drills at the same time.*

It should be noted that the teaching progressions advocated and the formations diagramed to carry them out are not intended to be all inclusive or the only way to solve the problem of group instruction in tennis. They have been used successfully by many qualified teachers, however, and should be of considerable assistance to the tennis teacher confronted with the task of teaching a group of beginners how to play the game.

Orientation

To learn effectively any skill or activity, the learner must have an understanding of at least the basic concept of its idea and purpose. Proper orientation to tennis logically begins with an explanation of the idea and purpose of the game. A diagram of a court drawn on a blackboard or on the ground will be helpful to teacher and pupil alike when the game is first explained and described. A simple demonstration of the game can be accomplished by showing appropriate films, still pictures, or slides, or by an actual demonstration performed by the teacher and some member of the class or group.

Forehand Ground Stroke

Once the pupils have developed some understanding of the game, the teacher can demonstrate the first of the five strokes considered fundamental for beginners, the forehand ground stroke. Instruction for beginners usually starts with the forehand because the beginner feels most confident in hitting balls with this stroke. The demonstration should call attention to the essential elements of the stroke: the grip, stance, footwork, backswing, and forward swing.

The class should line up along the court side line, facing the instructor, in order that all can clearly see the demonstration. As they begin practice in assuming the proper grip, pupils can form a circle around the instructor, still facing him. He can then move slowly around the circle and check each class member's grip.

SWING DRILLS

The class can be placed in proper position to engage in swing drills by moving from a line formation along the base line to open order formation by numbering off and taking the necessary paces forward or backward. Players should be spaced far enough apart to permit a free step and swing of the racket. If each player can turn completely around while holding his racket extended at waist level without touching another player's racket the group will be properly spaced. Left-handed players should be on the right side of the group when forehands are being practiced, and to the left side when backhands are being practiced.

The instructor should stand in front of the class, facing it, where all can see him as he gives directions and instructions to the pupils. He can turn and face in the same direction as the class as he leads them through practice swings, and can then walk among the pupils, checking their swings and making corrections as they swing.

In this and all other drills, it is helpful to mark the floor or ground to indicate to the pupils where they should stand during the drill. They should be cautioned not to move from their marks without obtaining permission from the instructor. (See Safety in Teaching, Chapter VIII.)

HITTING DRILLS

As soon as the teacher is satisfied that the majority of the class is swinging properly, students can start hitting balls. Class formations for hitting drills will be determined by the size of the class and the space and facilities available. Formations which can accommodate 16 players per court, for drills in which a player drops balls to hit for himself or hits a tossed ball back to a tosser, are shown in Diagrams 1, 2, and 3. During the tossed ball drills, the tosser will find it helpful to toss the ball so that it bounces on a line or target drawn on the ground or floor about six feet in front of the hitter.

If class size permits 12 players per court, the team method can be used effectively. This method for elementary ball hitting practice involves working units or teams of three or four players, depending upon the number of players and available space. These players are designated hitter (H), tosser (T), retriever (R), and when used, observer (O). Three of these teams (9 or 12 players) may practice safely on one court when positioned as in Diagrams 4 and 5.

The team members function as follows: The tosser (T) drops or tosses balls to the hitter (H); the retriever (R) collects balls and returns them to the tosser; the observer (O) watches stroke execution and provides coaching and constructive criticism. As in all drills, players should rotate positions frequently so that all get equal hitting practice: retriever becomes tosser, tosser becomes observer, observer becomes hitter, and hitter becomes retriever.

ADVANTAGES OF THE TEAM OR UNIT METHOD

- *All players in class are actively participating in assigned duties.*
- *Each player has equal opportunity for hitting balls.*
- *Balls are all hit in same direction (a controlled safety factor).*
- *Teacher can give individual attention to each hitter during the class period.*
- *Grouping by ability permits more effective learning of skills by both fast and slow learners.*

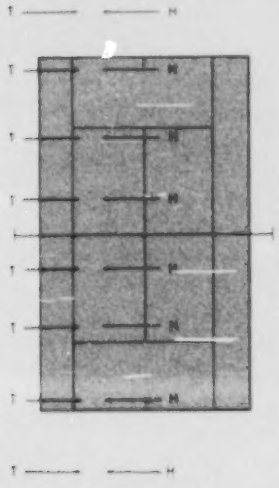


DIAGRAM 1

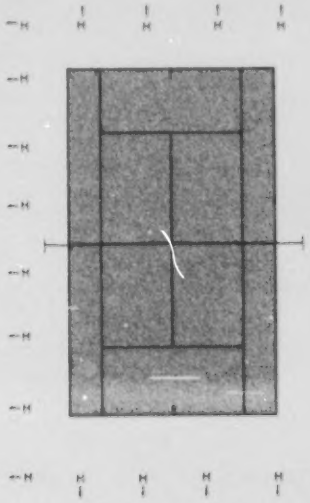


DIAGRAM 2

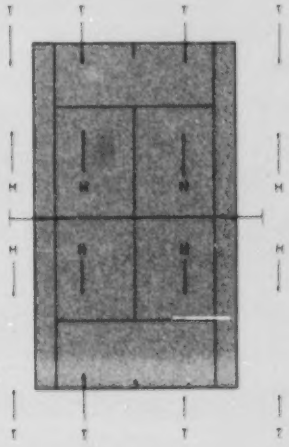


DIAGRAM 3

In one drill (Diagram 4), the hitter hits from the base line, taking one step to hit the ball dropped by the tosser. The tosser must drop the ball so that it bounces waist high for the hitter each time.

In another drill (Diagram 5), the tosser is on the opposite side of the net and tosses balls underhand so that they bounce waist high to the hitter. For additional safety, the tosser may kneel behind the net and toss balls overhand. Balls will be tossed more accurately if the tosser aims them down a line or at a target line in front of the hitter.

If space permits two teams per court, another drill may be used in which the tosser throws the ball so the hitter must take two or three steps to hit it (Diagram 6).

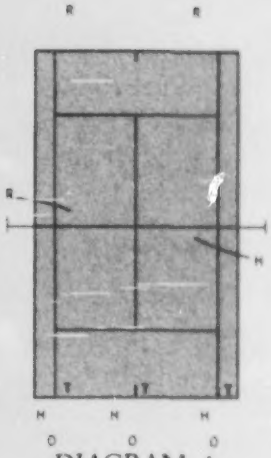


DIAGRAM 4

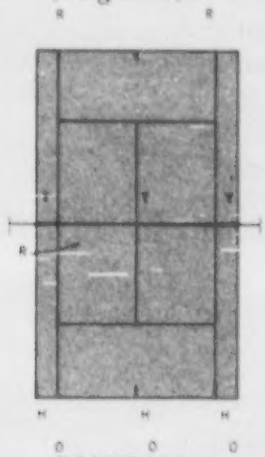


DIAGRAM 5

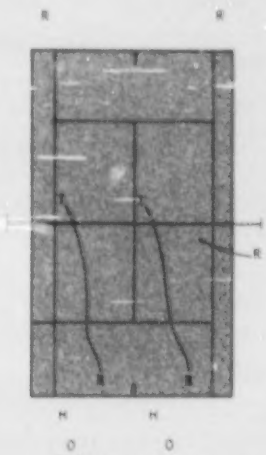


DIAGRAM 6

Backhand Ground Stroke

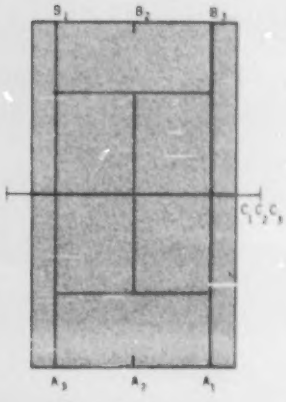


DIAGRAM 7

In teaching the backhand, the same progressions and drills are followed as are used for the forehand, with balls being tossed to the backhand rather than the forehand side. After the drop and toss drills to the backhand, the next progression involves the hitter facing the net and cross stepping to hit balls thrown by the tosser alternately to the hitter's forehand and backhand. When players are hitting both backhands and forehands fairly consistently, the element of competition may be introduced in some elementary lead-up games involving these strokes.

One simple game involves three players who stand behind each base line (Diagram 7.) Player A puts the ball in play by dropping it and hitting it over the net. Any player on the opposite team B may hit the ball back after it bounces. The ball is kept in play until it is hit out of the court or into the net. Simple rules may be introduced here: for example, only one bounce allowed, balls landing on the lines are good, player gets two tries to put ball in play. A simple five point game may be played. Team C waits at net to replace losing team.

If a practice board is available, the players may be arranged in two lines facing the practice board. The players at the head of each line have a rally contest against the board. The loser moves to the end of the line and the winner plays the next player in the opposite line. Players are limited to three consecutive wins, after which they move to the end of their line.

The Serve

In teaching the serve, the same general pattern is followed. The stroke is demonstrated to the class and then broken down for explanation into its components of grip, ball toss, and swing. Players may practice the ball toss and swing individually in open order formation (Diagram 8). Some authorities advocate teaching the serve as a complete stroke involving the full backswing, coordinated ball toss, and follow-through. Others maintain that learning the swing as a whole is too difficult for beginners. They advocate stopping the swing with the racket down the back before tossing the ball. Regardless of which method is used, the basic coordinations are best taught if the beginner first serves balls against the fence.

Another formation (Diagram 9) places the server on the service line hitting toward the backstop with the tosser feeding him balls. The retriever picks up balls after an allotted number of balls are hit. Additional players may wait at the net.

The next progression on the serve places players with servers behind base line serving diagonally across the net toward the appropriate service court. Players on opposite side retrieve balls and serve them back.

A lead-up game similar to that described on page 30 can be played with the players putting the ball in play by serving.

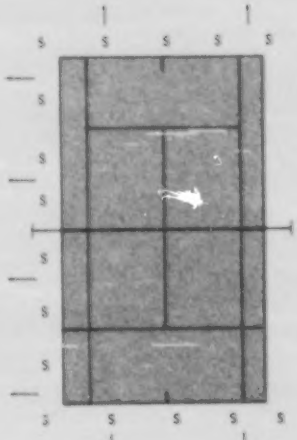


DIAGRAM 8

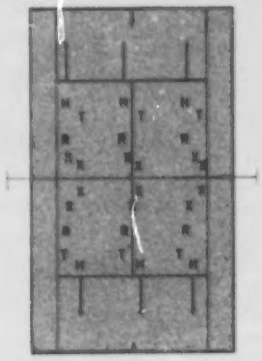
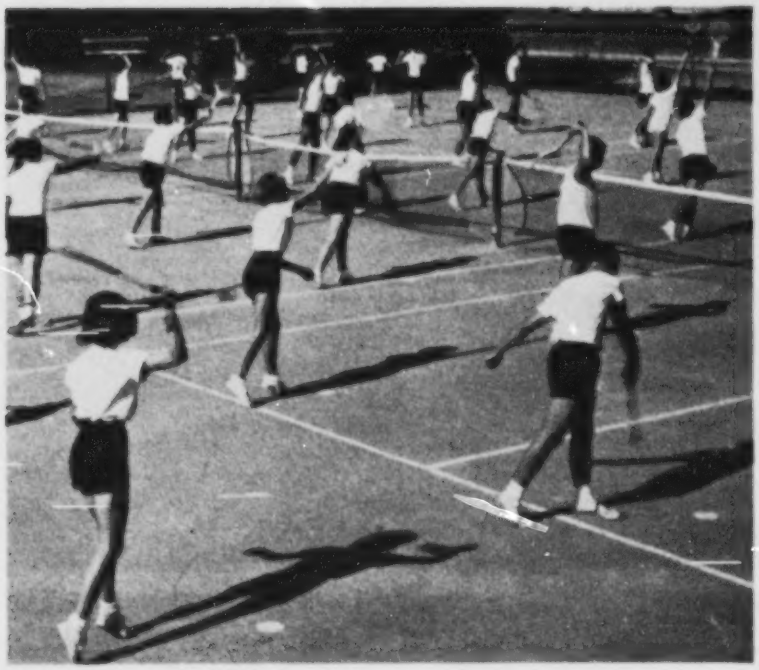


DIAGRAM 9



Volleys

Following the demonstration of the forehand volley by the teacher, the class may be organized as in Diagram 10 to practice hitting. The hitter should be six to eight feet away from the net, facing the right side line. The tosser stands on the service line across the net and tosses balls underhand to the hitter, about shoulder high. The retriever picks up balls at the backstop. Additional hitters may stand behind the hitter and retrieve balls as he misses.

The tosser may move back to the base line and hit balls to the volleyer (Diagram 11).

The same progressions and formations are used for the backhand volley.

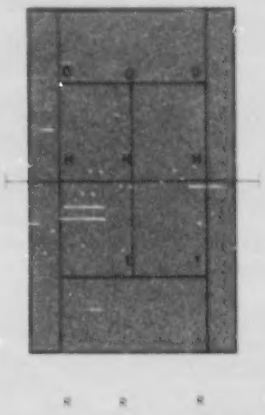


DIAGRAM 10

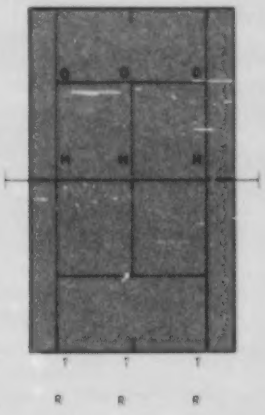


DIAGRAM 11

Providing Actual Play Experience

One of the tasks faced by a teacher of a large group is to provide actual play experience for his pupils. If by "play" we mean full-scale competition in tennis, it may be impossible to provide actual play experience for each member of a large group. Perhaps the best the teacher can do is to organize and provide practice drills which are similar to actual competitive play situations.

When a teacher has a few courts available, the use of "stations" provides some experience in competitive play even for a very large group. Stations are set up on various parts of one court: forehand drills in one corner, backhand drills in another, serve practice in another, and volley drills in another. Several members of the class are assigned to each of the stations to work on the specified skills and drills. Other small groups are assigned to whatever other courts are available, for actual play, either singles or doubles. The small groups rotate from time to time so that eventually every player has been assigned to each of the stations and to a court for actual play.

Several of the class formations for drills suggested earlier can serve as a guide to the teacher who must devise formations suitable for his unique situation. Some can be used when no court is available. Any open area, such as a hallway, a basement, a parking lot, or a playground, can be used in teaching beginning skills through the use of practice drills, using formations similar to those illustrated here.

Readiness Drills

The degree of "readiness" for learning to play displayed by members of a class will vary considerably. Tennis teachers will be required to teach youngsters of various ages and levels of agility and coordination.

For those members of a group who are considered to be lacking basic hand-eye coordination and the ability to execute the simple footwork required for effective learning, activities referred to as readiness drills may be employed to advantage. Some of these drills follow.

FOOTWORK DRILLS

- *Shuffle*

Use a simple shuffle to either side (move laterally across the court without placing one leg across the other; this is similar to the shuffle used in basketball). This may be done in a regular open order formation with the players shuffling right and left alternately on command.

- *Cross-over step*

To get the player into the hitting position from the ready position, the cross-over step is used. Drills may be done in open order formation. To turn for a forehand, the player pivots on the ball of the right foot, brings the left foot across in front of the body and steps toward the right sideline. For the backhand, the pivot is made on the left foot.

- *Combination shuffle and cross-over step*

Combining the shuffle and the cross-over step enables the player to move right or left to get in position to hit either forehand or backhand. Drill in this maneuver may be taught in open order formation. The instructor should demonstrate the movements to avoid confusion.

RACKET AND BALL DRILLS

Some drills are designed to accustom the player to the feel of the racket and ball. The racket is held with the forehand grip and should be "choked," that is, the hand is moved up the handle far enough to permit the easy maneuvering of the racket.

- *Ball Dribble*

The player bounces or dribbles the ball with the racket held about waist high.

- *Air Dribble*

The ball is dribbled in the air continuously without permitting it to touch the ground.

STRENGTH EXERCISES

A reasonable degree of strength in the wrist, forearm, shoulders, and upper back is necessary for successful performance in tennis. This strength can be developed through the use of the following exercises.

1. Dribble a ball with a racket, as above
2. Swing a racket with the head-cover on it
3. Hold a broom as if it were a racket and swing it
4. Hold a heavy book in the fingers of the right hand and swing it horizontally and vertically by moving the wrist only
5. Do push-ups (regular and finger tip)
6. Simulate the forehand and backhand swings with a used bicycle inner tube wrapped around the body
7. Stretch and contract the shoulder and upper back muscles, using the bicycle inner tube.

5 TACTICS

TENNIS IS ESSENTIALLY a competitive game. Its characteristic rules and scoring system imply that one player attempts to defeat the other. To facilitate the process of winning, competitors employ, within the rules and spirit of the contest, certain plans, strategems, and devices. These are tennis tactics. Obviously, good tactics aim to win and have no validity except in their effectiveness in winning.

Factors Determine Choice

The make-up of stroking patterns and tactical plans are by necessity interrelated and interdependent. Stroking forms (as described in Chapter II evolve as the most efficient manner to control the ball under conditions existing in competition; this form has no value except as it provides the best tools with which to compete. Tactics, on the other hand, depend upon the quality of strokes. A brilliant plan is ineffective without the tools with which to execute it. Tactics, then, must be related to the stroking ability of the competitor, and the tactical patterns of a skilled performer vary considerably from those of a beginner. Certain concepts related to winning, however, seem appropriate for all skill levels.

Tennis tactics imply a choice of the shots being hit. Various factors affecting this choice are listed below in an approximate order of importance. This order, naturally, varies with the ability and experience of the player and of his opponent.

STEADINESS

The ability to keep the ball consistently within the confines of the court is undoubtedly the most important factor in winning. It is estimated that even in top quality play, about 90 percent of the points are scored because of errors (failure to return the ball successfully) and not on placements of outstanding shots. The percentage grows considerably in beginning tennis. Steadiness represents the cornerstone of sound tennis tactics at any level.

ACCURACY

The ability to hit the ball to a certain place in the opponent's court relates to three specific aspects of tactics.

HIT TO OPPONENT'S WEAKNESS. Most beginners experience early difficulty in controlling certain strokes, usually the backhand. Winning tactics suggest, then, hitting repeatedly to this weakness. Skilled players demonstrate a well-rounded game with no conspicuous weaknesses, so this assumes less importance with them. It is still worthy of consideration, however, in determining tactical patterns for any player.

DEPTH. Balls hit deep in the opponent's court keep him from making a forceful return. This is a grossly underrated tactical maneuver at even championship quality play.

"HIT 'EM WHERE THEY AIN'T." Willie Keeler's advice carries the same pertinence for tennis as was intended for baseball. Accurately placed shots may elude the opponent altogether or cause him to hit from an off-balance position which will result in a relatively weak return or an error.

SPEED

Although the desire to "sock" the ball often leads to unsound tactics, speed does have definite value in winning tennis. Hard hitting, however, has worth only when added to a solid foundation of steadiness and accuracy.

SPIN

Spin, particularly top spin, has value for a skilled performer, but usually the beginner will improve much quicker by omitting spin from his tactical patterns until he develops the stroking skill which affords more control.

As in any competitive contest, the participant weaves various aspects of tactics into a planned pattern which he feels will win most consistently for him. He must consider his own abilities and those of his opponent to fashion the soundest plan for competing. Tennis players, if they aspire to win, must incorporate into their tactics the merits of steadiness, hitting to weaknesses, depth, hitting away from opponent, speed, and possibly spin.

Player's Location in the Court

The above comments on tactics pertain to the placement of the ball and the manner of hitting it. Of vital importance to tactical soundness also is the player's location in the court awaiting his opponent's shot. He must assume a stance which permits him to move swiftly and easily in any direction (the ready stance was described in Chapter II) and must be in the best location to handle any shot his opponent might deliver. After hitting a ball, the player must immediately move to the optimum defensive location on the court. Waiting until the opponent hits the ball is usually too late. Diagram 12 outlines the proper locations for standard situations.

1. Location when serving into right service court.
2. Location when serving to left service court.
3. Location for receiving in right service court (equidistant between possible extreme angles for the serve).
4. Location for receiving in left service court.
5. Ready location for all balls in singles except service (and those explained in item 6). Immediately upon hitting any ball, the player should move immediately to this location.
6. Location to volley in singles (about six or eight feet from the net). Tactically, a player moves to this position if he has forced his opponent into hitting a weak shot or has been pulled up by a short shot and cannot retreat in time for opponent's shot.

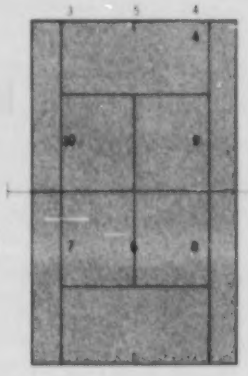


DIAGRAM 12

LOCATIONS IN DOUBLES PLAY

7. Location of server's partner when the ball is being served into right service court. The outside foot is about one to two feet inside a singles side line and about six or eight feet from the net.

8. Location of server's partner when serve is being delivered into left service court.

9. Location of receiver's partner when serve is being delivered into left service court (approximately the center of the service area).

10. Location of receiver's partner when service is being delivered into right service court.

DOUBLES TACTICS

Doubles play demands teamwork and cooperation between the players. Three basic concepts help determine the tactical patterns of the two partners.

1. There is more net play in doubles than singles. In championship play, both players advance to the net together, but in beginner play, it probably is wise to play one up and one back (each taking responsibility for his side of the court).

2. Each player is responsible for his side of the court even if one or both players are at the net.

3. Each player should prepare to stroke every ball and move away when, and only when, he can determine that his partner is in a better position to hit it.

VI

TEACHING AIDS

TEACHING AIDS are a very important part of good instruction. They can motivate student interest, ensure the maximum effectiveness of the teacher, simplify group teaching methods, and speed up individual mastery of skills.

Off Court Instruction

A tennis court is not required for the teaching of basic stroking skills. It is not always necessary or even desirable to practice serves, forehands, and backhands, and volleys on a court. Too often tennis enthusiasm suffers because the student does not have the skill to control a ball in the large expanse of a tennis court, nor does he have the accuracy to provide his opponent with a satisfactory practice situation. As a result, the practice session too often deteriorates into discouraging ball-chasing activity. Skills are not acquired quickly enough to maintain interest.

In most instances, group instruction at the beginning level is best given in a relatively small area. It is here that teaching is usually at its highest level of control, and student distractions are at a minimum. To obtain the greatest number of safe, controlled practice areas, the teacher should utilize every available facility, such as flat walls, hanging nets, and tumbling mats hung on walls.

Basic strokes should all be developed before going to a full court. Even on the advanced skill level, many special skills should be practiced off the court. One hour of thoughtful, intense practice in which the player is shooting for targets, for instance, is worth many hours of undisciplined, aimless rallying and playing on the court.

Tennis skills can be developed to a high degree of proficiency and accuracy off the court with the help of a variety of inventive teaching aids. Advancing the idea that stroking technique and tennis interest can largely be developed (indoors and outdoors) without the use of courts will help tennis become as natural a part of any physical education program as basketball, volleyball, or softball.

Available Aids in the School

The teacher should survey the teaching area and discover which of the following fixtures are available for use in teaching.

FLAT WALL SPACE

Some flat wall space can usually be found somewhere in a teaching area.

1. Use dropped-ball or self-toss method and catch the rebound, for elementary swing practice.

2. Mark a three foot line across the space with masking tape, chalk, paint, or other suitable marking device, and use space for rallying practice.

3. Draw targets on the wall, or secure targets to it, and use to develop control and accuracy. Chalk in large circles, squares, or diamonds five feet up from the floor; chalk or secure clown or devil faces to the wall; attach used bicycle inner tubes to the wall.

TUMBLING MATS

Mats are often stored on gymnasium walls. They can also be draped over other apparatus. They control and limit the rebound of the ball and make for safe teaching situations.

1. Use dropped-ball or self-toss method to develop forehand and backhand strokes.
2. Use mats for serving practice.
3. Attach targets to hooks holding mats on the wall.
4. Use small mats, hung on wall, as targets.

NETS

Most schools have old nets stored in the maintenance department. The inventive use of netting controls fast flying balls and increases the number of safe hitting areas.

1. Hang large nets from ceiling, away from walls, or on posts, for forehand, backhand, and serving practice.
2. Attach targets to nets to stress control and accuracy.
3. Use nets to provide safe lanes in which small groups work.

FLOOR MARKINGS

Make use of existing lines on floor, or other permanent markings.

1. Use lines to teach the limits of the forehand and backhand swings. Student stands on the line and swings the racket back to a point directly above the portion of the line extending back of him, and then swings it to a point directly above the portion of the line extending in front of him.
2. Use basketball circles and volleyball posts or standards as guides to correct swing. Student stands at middle of circle and swings racket back until it touches a post, and then swings it forward until it touches the other post.
3. Use lines for shuffle and cross-over footwork drills.

MISCELLANEOUS

1. If ceilings are not excessively high, targets or permanent fixtures can be attached for use in serve tossing practice.
2. Basketball goals can likewise be used for serve tossing, wherein the student stands under the goal and practices tossing the ball upward through the goal, using the same motion he would use when actually serving.
3. Walls can be used to learn the limits of the swing. The student stands about two feet from the wall, with his back to it. He swings the racket to one side until it touches the wall, then swings it forward to touch the wall on his other side.
4. Many outdoor areas are also sources of possible use. Exterior school walls can be used just as indoor wall space, and parking lots can be marked off with smaller dimensions for "little" or adapted games. Similarly, driveways, fields, and baseball backdrops and field hockey goals hung with netting can serve as helpful teaching aids.

Make-It-Yourself Teaching Aids

Many teaching aids can be made very cheaply either at home by students or in the school shop.

SUSPENDED BALL

Ball is suspended from a rigid pole (broomstick or fishing rod). Used to establish the optimum place to stand and to hit the ball.

SANDBAG STROKER

A tennis ball tied to a sandbag is a good device for teaching beginners timing and coordination, and it is fun for beginning players.

Attach a nine-foot piece of cord to a six-foot rubber band with a #3 fisherman's swivel. Tie the end of the cord to a sand bag. Tie a large knot in the end of the rubber band, and force it through a small hole punctured in the ball.

STRENGTH DEVELOPER

A used bicycle inner tube, with the valve cut off, can be used to help develop the strength required for hitting forehands and backhands.

Tie a knot in each end of the tube. Player stands with ball of right foot on one end of the tube. The tube is wrapped around the body, passing in front of the knees, then around the left hip and across the back of the player. The player grasps the other end of the tube with his right hand, and then simulates the forehand swing (Figures 22 and 23).

Backhand swings can be practiced if the player stands on one end of the tube with his left foot, and wraps the tube around his body, around the right hip and then across his back.

FIGURE 22

FIGURE 23

DYED TENNIS BALLS

Dye tennis balls different colors with Tintex and dry immediately in regular clothes dryer. Assign a color to each squad. Colored balls are fun to teach with, and they help students spot their ball when many balls are used.

- Develops "eye-ball-racket" coordination.
- Establishes squad identity.
- Dyeing balls does not substantially affect the bounce.

Put ink spot on balls by holding ball tight against ink bottle and inverting bottle. Use various colors of ink.

JUMP ROPES AND MIRRORS

Jump ropes can develop footwork and body flexibility. Jump rope in place and jump traveling (running).

In using the mirror, the student can check his appearance. Similar checking can be accomplished with shadows. Stand with back to sun, swing, and check swing by watching shadow.

UNSTRUNG RACKET

An unstrung racket or racket partially strung with the side strings only can be used to teach students to find the center of the racket.

- Self-toss, step, and swing. Ball must go through the empty frame or the open square in the center.
- Very effective for teaching the serve. Ball must clear through center of racket. If ball deflects off gut or frame, it has not been hit in the center of the racket.

TARGETS

A variety of targets can develop curiosity and interest, establish a point of aim, and develop stroking accuracy. They can be used on the tennis court, in the gymnasium, or on the playing field.

1. Large hula hoops in bright colors.
2. White double-bed sheet—use open for beginners, fold in half for intermediates, and quarters for advanced.
3. Cardboard squares, or boxes, preferably yellow, about three feet square.
4. Wastebaskets.
5. Balloons—indoors, attach string to floor with tape; outdoors—push large staple or nail into court.
6. Toy rubber punching bag for children (stands three feet high)—Joe Palooka, Popeye, clown, etc.
7. Standing cardboard bulls-eye targets.
8. Used bicycle inner tubes.

GRIP MARKERS

Aid in teaching the correct grips to beginners. Place a thin strip of colored masking tape on the edge of the handle pointing to the V formed between the forefinger and thumb to indicate exact position of grip.

Adhesive grip labels with an outline of player's hand marked on it can be permanently stuck on any racket handle. This is used to provide a correct ever-ready reference to the proper grip for all beginners and those wishing to correct their grip.

Masking tape around handle can mark outline of student's hand—blue for forehand; red for backhand.

TEMPORARY LINES

Temporary lines can be used when permanent lines are prohibited. Use three-inch paint roller attached to long broom-handle and tempera paint. Push roller along floor, using taut string as a guide. With a little practice, complete court can be marked in fifteen minutes. Lines wash off easily with damp sponge.

Use half-inch elastic material for lines. These fasten to prearranged hooks in gymnasium wall or floor.

BALL PICK-UP

When many balls are being used, a fisherman's landing net will facilitate picking up the balls. Balls can be scooped up quickly.

Aids Which May Be Purchased

STROKE DEVELOPER

A ball secured to, and suspended by, a heavy rubber band is a useful teaching device. The elastic cord is secured at the ground and about eight feet above the ground. The ball can be adjusted at various heights. The stroke developer is used to instruct the student how to stroke and where to hit the ball, in relation to the body and racket. It takes little space and can be used from stationary and moving positions. Although commercially sold, it can be homemade (Figures 24 and 25).

FIGURE 24

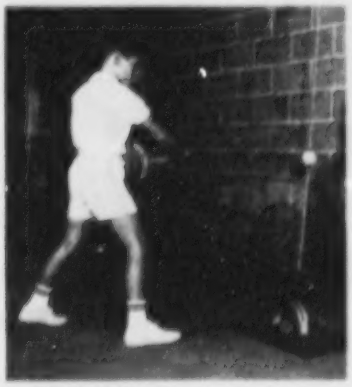


FIGURE 25

VISUAL AIDS

1. Movies. Write to USLTA, 120 Broadway, New York 5, New York, for listing.
2. Filmstrips. Write Athletic Institute, Merchandise Mart, Room 805, Chicago 54, Illinois, for listing.
3. Posters, pictures, and diagrams can be taken from tennis and sports magazines.

BALL THROWING MACHINE

The machine can hit balls at any pre-set speed, height, and position. A start stop switch provides the teacher with instant control of the flow of balls. This machine frees the teacher from ball-handling chores and helps overcome the problems of teaching an individual sport to groups.

BOUNCE-BACK NETS

This large nylon net acts as a backboard. An advantage for beginners is that the net lengthens the rebound interval as compared with a backboard.

NET STANDS

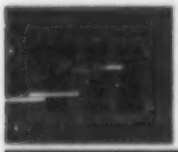
A tight net strung anywhere permits the teacher to set up an area quickly and simply, as classes and activities change.

SUSPENDED BALL

A device which lightly holds a tennis ball at any pre-set height. The slightest hit releases the ball for a normal flight.

SAND BAG SET

Ball is attached to string and elastic cord which is tied to sand bag. Provides good practice in timing and judgment.



WRITTEN AND SKILL TESTS

TESTS, both written and skill, have a real place in any program of tennis instructions. When they are wisely administered, they are extremely helpful to both student and teacher.

Values of a Testing Program

A testing program has three important values in the program of tennis instruction:

1. Tests are extremely useful as motivating devices, because they let students know what progress they are making toward the goals set forth when class activities were originally planned. When students look upon tests as something done *for* them rather than *to* them, they are likely to be encouraged to work toward good performance on the tests.

2. Tests are useful to the teacher, serving as a guide by which he can measure the effectiveness of his teaching procedures. The teacher may be encouraged to revise his time allotments and his teaching procedures if test results show the need for such revisions. No more than 10 percent of total class time should be used for testing purposes.

3. Tests enable the teacher to grade effectively and objectively in class situations where marks are required. Grades or marks also interest the curious students who want to see how well they perform in comparison with other students.

For a test to measure improvement effectively, it must be administered twice, so that a student is tested for level of achievement before and after a period of instruction and practice. The difference between the scores made then provides a measure of the degree of improvement or progress. Care must be exercised, however, when making up final grades for a course, for grading on the basis of increases in test scores alone is not a sound way of evaluating student's progress. Improvement is usually easier and more rapid at lower levels of ability than at higher levels. The advanced player is likely to show a smaller numerical increase in test scores than will the beginner after an equal and identical amount of practice and instruction.

Previous experience also should be considered. A student in a beginners class who has played some tennis prior to the organization of the class or who has participated in other games from which there might be considerable carry-over (baseball, for example) would naturally find tennis a somewhat easier game to learn than would a student whose previous athletic experience is limited. This problem can be alleviated somewhat by judicious weighting of items to be included in a test. Correct form, for example, should be considered equally as important as accuracy or control in a tennis test.

Testing Tennis Skills

Correct form in tennis can be measured only subjectively. While making the subjective evaluation of a student's form, the instructor should have in mind definite, specific details for which he is looking: the grip, an unhurried backswing, proper footwork, correct forward swing.

Accuracy or ball control should be combined with stroking technique when evaluating form. Targets, drawn on the court or on a wall, can be used to determine the degree of accuracy of a stroke. A bull's-eye, consisting of concentric circles with 6, 12, 18, and 24 feet diameters centered 9 feet in front of the baseline, makes a good target on a court. Each circle has a designated value: the smallest circle scores 10 points; the next largest, 6 points; the next largest, 4; and the largest, 2. If concentric circles are marked on a wall to be used as a target, they should be placed so that the maximum score area extends upward from about three feet (the height of the net) to about nine feet above the floor.

HITTING A DROPPED BALL

The student should stand about one foot behind the base line, midway between the side lines. He drops and hits the ball over the net, or against the wall to the designated target area. Ten or twenty hits, depending upon the class size and the available time, are allotted to each student. His score is the sum total of the target points.

A squad leader or other class member can determine the degree of accuracy or control by noting where the stroked balls land in the target area and recording the score for each ball. The instructor, meanwhile, can evaluate the student's form and record it on a scale similar to the following: 1 point for the correct grip; 1 point for the proper backswing; 1 point for proper footwork, and 1 point for the proper forward swing. In computing the student's total on the test, equal weight should be allotted to each of the two items, form and accuracy.

To discourage students from merely lobbing the ball over the net and not driving it, a rope can be extended across the court directly over the net, about six feet above the net. The ball should then be hit so that it passes between the rope and the top of the net. A ball crossing the net above the rope would score only one-half its regular value.

HITTING TOSSED BALLS

The student can be tested on his ability to hit tossed balls in a manner similar to that testing his ability to hit dropped balls. A bouncing area, a circle with a 12 foot diameter, should be marked on the court or floor in front of the student's ready position. The ball, as it is tossed to the student, should land in the bouncing area; the student is not required to play balls that land outside the bouncing area. When forehands are being tested, the student should stand on the left rear quarter of the bouncing area, with his right foot touching the edge of the circle. When backhands are being tested, he should stand with his left foot on the right rear quarter of the bouncing area.

The test is administered exactly as was the dropped ball test, with both form and accuracy being evaluated.

Variations of these tests can be devised to further measure a student's accuracy. For example, two target areas, one adjacent to each side line, can be drawn on the court, and the student can be asked to hit left or right as called for by the instructor just before the ball is dropped or tossed.

A WALL TEST

An effective way to evaluate general stroking ability and control or accuracy is to use a wall test similar to the Dyer Backboard Test. Vertical lines are drawn on a wall, 21 feet apart. A net line is drawn from line to line, 3 feet above the ground, and a restraining line is drawn on the floor, 20 feet from the wall.

The student stands behind the restraining line and rallies the ball against the wall. After starting each rally with a drop and hit, he can volley or drive the ball, whichever he prefers, but in order to count all hits must be made from behind the restraining line and must strike the wall above the net line and between the vertical lines. When a rally is interrupted, the student drops another ball quickly, and starts another rally. His objective is to hit the wall as often as he can during a one-minute period. He is given three one-minute trials, and his score for the test is the total number of good hits he makes.

One student, acting as a counter, counts the number of balls striking the wall in the designated area and computes the total number of good hits. Subjective measurement of the student's form, made while he hits the balls, can be combined with his hitting score. This test is also an effective method of classifying students into small groups which can then work together as units.

TESTING THE SERVE

The serve can be tested for form and accuracy in a similar manner. Targets can be drawn on a court, at the deep corners of the service courts, or on a wall, and the student should try to serve the ball to the target area. A circle six feet in diameter, extending from three feet above the ground to six feet above the ground, should be used on a wall; on a court, a six-foot square should be drawn at each deep corner of the service court.

A student can be given a specified number of trials, depending upon the time available and the size of the class, and should be evaluated for accuracy and form, as in the forehand and backhand tests.

TESTING THE VOLLEYS

The test used for the ground strokes also can be used to test the volleys. The procedure is similar except that the student is asked to stand at the proper volleying position (six to eight feet from the net) and volley a tossed (or driven) ball to the target areas. Care should be exercised when feeding the ball so that the volley is not too difficult.

Testing Tennis Knowledge

A sample written test, testing knowledge of the game, including rules, customs, and scoring, is given below. These relatively simple questions are designed for a beginner. The instructor can devise similar questions, varying the degree of difficulty, to suit the needs of his particular situation. He can use true and false questions, multiple choice items, and completion answers to add variety to the test.

THE COURT

Draw a diagram of a tennis court and place a number on the appropriate line or area of the court that corresponds to the numbers below.

1. the base line
2. the center service line
3. the service line
4. the singles side line
5. the doubles side line
6. the right service court
7. the left service court
8. the doubles alley

SCORING

Zero, or nothing is called.....
The first point won by a player is called.....
The second point won by a player is called.....
The third point won by a player is called.....
If each player has won 2 points, the score is.....
If the server has won 3 points and the receiver has won 2 points, the score is.....
The point after.....is called "advantage" for whoever wins it.
If the player who has the advantage wins the next point, he has won the.....; but if he loses the next point, the score is again.....
A set consists of at least.....games, and a player must be at least.....games ahead of his opponent.

RULES

If a server steps on the line while serving, before his racket strikes the ball, he has committed a.....
When a ball hits the top of the net on the serve and lands in the proper service court, it is called a .....
The server always starts a game by serving from the..... side of the center mark.
The next point is then served from the.....side of the center mark.
The first point of every game is always served into the receiver's .....service court.
Two successive bad serves are called a.....
Players change sides, or ends of courts, after the..... numbered game.
If a player hits a ball before it strikes the ground, he has made a.....
In doubles, one player serves the first game, and his partner serves the.....
A match generally consists of.....out of three sets.

VIII

SAFETY IN TEACHING

The Teacher's Responsibility

GROUP INSTRUCTION IN TENNIS, especially when carried on in a limited, crowded area, requires that certain precautionary measures be observed by the teacher and the students. An awareness of these safety rules will facilitate class organization and effective use of facilities and provide a stimulating and relaxing teaching situation. The students can be free from the worry of possible injury or harm and can concentrate on the activity.

The following safety provisions should be observed by the teacher:

1. Have on file a parent's consent card and a physical examination card if required by school or department policy.
2. Be sure all first aid supplies are on hand or are easily accessible.
3. Check playing area for obstacles, glass, stones, slippery spots, etc.
4. Make use of available netting, canvas, etc., to provide safe hitting lanes or areas.
5. Plan alignment of class for each type of practice to avoid dangerous situations:

- Allow hitting in one direction only.
- Space students far enough apart so that they do not hit or run into each other.
- Make provisions for left-handed players so that they do not endanger classmates while swinging or hitting.

6. File accident reports for all injuries that occur, regardless of how minor they appear to be, according to school or department policy, and keep a record of the report in personal file.
7. Be certain that students are aware of their responsibilities for observing safety precautions.

The Student's Responsibility

Regardless of the degree of caution and care observed by the teacher, the class will be conducted in a safe manner only if the students are also aware of certain safety precautions that they should observe. Each student should be aware of the following responsibilities:

HEALTH CONSIDERATIONS

1. Be in proper physical condition to participate in class activities. File doctor's approval, parent's consent card, or medical report before resuming activity after a serious illness or injury.
2. Report all rashes and sores to the teacher before class begins.
3. Warm up sufficiently before starting strenuous activity.
4. Stop when injured and report all injuries to the teacher.
5. Taper off gradually after vigorous exercise.
6. Take a shower after playing.
7. Avoid eating when exhausted or before strenuous exercise.
8. Get much rest and eat nutritious food after playing hard.

PERSONAL EQUIPMENT

1. Wear shoes and socks that fit properly, to prevent blisters and stumbling. Tie laces securely.
2. Wear clean, loose-fitting clothing suitable for the weather.
3. Keep fingernails cut short to prevent torn nails and scratching.
4. Remove bracelets, rings, watches, necklaces, etc., as they may cause soreness, bruises, and cuts.

ATHLETIC EQUIPMENT AND FACILITIES

1. Know proper care and use of all equipment.
2. Pick out rackets with the right weight and handle size.
3. Return equipment to proper place when finished with it.
4. Check playing surface for glass, nails, sharp stones, slippery spots, etc.

RIGHTS OF OTHERS

1. Listen to teacher's instructions and follow them carefully.
2. Stop when so commanded by teacher. Stand still, remain quiet, listen to teacher, and wait for signal to start again.
3. Stay in line, on mark, or in own area when swinging or hitting.
4. Always check space with a slow practice swing before swinging hard or hitting.
5. Return balls to others in proper manner as directed by teacher.
6. Learn and practice etiquette and rules of the game.
7. Know own power and skill, and hit and play within this power and skill.
8. Avoid showing off and horseplay.
9. Be careful about letting racket fly out of hand, and about hitting a ball without knowing where it is going.
10. Control emotions; do not throw a racket or hit a ball in anger.
11. Shout warning when there is danger of a ball hitting someone.

IX

TENNIS CUSTOMS AND COURTESIES

CUSTOMS AND COURTESIES in tennis are particularly important since most of the games are conducted without officials. The players themselves make the decisions even in many tournament matches. The sportsmanship and fair play demonstrated while competing at tennis are exceptional. This result is achieved, however, by following a definite set of customs. To a great extent the amount of pleasure derived from the game depends upon both players playing according to a strict code of behavior.

Many of the customs of the game are not included in the rules. These, the correct manners, have evolved from the experience of players throughout the game's history and are now taken for granted almost as much as are the official rules. The wise and considerate player learns the correct behavior early in his tennis experience, and practices it throughout his career.

What to Wear on the Court

White has become the traditional color for tennis clothing. A clean white T-shirt or polo shirt, white shorts or trousers, low-cut white sneakers, and clean white wool socks is the standard dress for tennis. Shorts should be of the Bermuda type and not abbreviated basketball or swimming trunks.

For warm-up, or for cooling off after the game, a sweater or jacket is advised. Although many ranking players are now appearing in clean, neat, colored sweaters, white is still preferred.

During Play

To avoid embarrassment to himself and to those with whom he plays, a player should learn and know the basic rules of the game. If he knows all the technicalities and fine points of the rules, he will avoid many embarrassing situations. A rudimentary knowledge of the most important rules, however, will prepare him for pleasant play.

In addition to knowing the specific rules of the game, players should be aware of the following customs:

- The server should have two balls when starting a point.
- The server should determine that the receiver is ready to receive the serve. Server should offer to replay the serve if the receiver was not ready for it.

- After a fault on the first serve, the server should avoid serving the second ball too quickly. He should give the receiver sufficient time to get set for the second ball or to remove the first ball from the court if necessary.
- When receiving the serve, a receiver should not return a ball that is obviously out.
- The receiver is responsible for determining whether a served ball is in or out. If he is not sure whether it was a good serve or not, he should offer to play a let. (If an umpire has been assigned to the match, it is his responsibility to make the decision).
- During a rally, a player judges all balls that land on his side of the net. He should play the good balls without comment, but should promptly call those balls that are out. If there is doubt about any call, a let should be played.
- If a ball rolling onto a court during a rally interferes with play, a let should be called.
- When returning balls to an adjacent court, a player should wait until the rally or point is concluded, then roll or bounce the balls directly to the players there on the court.
- If a player's ball rolls onto an adjoining court, he should wait until play on that court is completed before asking the players there to return the ball.
- Spectators at a match, or those waiting on the sidelines for a court to become free, should not make a nuisance of themselves. Jumping around, bouncing balls, shouting, and loud conversations are all distracting to the players. Quiet, subdued conversation is the rule on the court and on the sidelines.
- Players should not walk behind a court while a point is in progress there.

FACILITIES AND EQUIPMENT

THE TENNIS INSTRUCTOR should be familiar with all kinds of tennis equipment and various types of court surfaces.

Rackets

Although all standard racket frames are the same length and size of head, they may vary in two different aspects. These are size of handle and weight. There is no set rule which dictates either of these factors for the beginner. He should select the racket which feels most comfortable to him. Generally speaking, the player should use as large a grip and as heavy a racket as he can easily manage. Handle sizes may be classified as small, medium, and large, which corresponds to 4½, 4⅝ and 4¾ inches in circumference. These are usually marked as such.

As to weight, rackets are classified light, medium, and heavy. Small children may use a junior size racket which is one or two inches shorter than standard size, is lighter, and has a smaller handle. The racket head, however, is standard size.

High quality rackets should be purchased unstrung. This will permit a greater selection of frames as well as wider choice of type of string for the racket. Rackets may be strung with the desired tension on the strings. Prestrung rackets are usually not strung as tightly as good play requires; however, most prove satisfactory for beginners. Tensions between 55 and 60 pounds provide excellent playing characteristics.

Strings

Tennis strings fall into two categories, gut and nylon. Gut strings are preferred by tournament players because of somewhat greater resiliency. They have the disadvantage of considerably higher cost and susceptibility to damage by moisture. The moderately priced multi-ply nylon strings are impervious to moisture and possess playing qualities which can be recommended to the great majority of tennis players.

Strings are made in two thicknesses, designated 15 or 16 gauge. Sixteen gauge is the thinner string which has greater resilience but wears through faster. Fifteen gauge, the thicker string, lasts longer but does not quite match the 16 gauge for resilience.

Balls

Tennis balls are made of rubber covered with wool and nylon felt. Some are manufactured with pressure inside the ball and must be packed in cans under pressure to assure the desired bounce when ready for use. If the pressure has escaped from the can, the balls almost surely will not bounce to the required heights. Another type of ball, which has proven satisfactory for class use, however, does not have internal pressure and does not require pressurized packaging.

Most manufacturers make a ball with an extra heavy felt cover for use on hard surfaces. The heavier covered ball wears longer on the hard, more abrasive playing surfaces.

Tennis balls marked "Approved by the USLTA" are manufactured according to very close specifications and should provide standard performance.

Playing Surfaces

There are four general classifications for tennis court surfaces: hard surface (concrete or bituminous), earth or clay, the so-called fast-drying preparations, and grass. Each has its advantages and disadvantages of playing qualities, cost of installation, and maintenance costs.

Concrete courts have relatively high installation costs. Maintenance costs, however, are almost nonexistent except for occasional repainting of court lines. On properly constructed courts, the bounce of the ball is fast and true. Balls and shoes, however, wear out fast, and feet and legs tend to tire more quickly on concrete courts than on other surfaces.

Bituminous or asphaltic courts exist in many varieties, both hot and cold mixes. They are generally less expensive than concrete to install, but may require resurfacing after three to five years. Because they are softer and more resilient than concrete, there is less player fatigue and wear on balls and shoes. A color coating is available which provides an attractive surface in green, red, or black.

Clay or earth courts have the lowest installation costs, but have relatively high maintenance costs because of labor needed to water, roll, and line the courts regularly. The bounce of the ball is slow because of the softness of the surface, balls and shoes wear well, and player fatigue is low. Heavy rain will make clay courts unusable for longer periods of time than the other types.

The fast-drying preparations have the advantage of being ready for play shortly after heavy rain. Their installation and maintenance costs are relatively high. Ball wear and player fatigue are low. The bounce is quite slow because of the softness of the playing surface.

Grass courts are virtually nonexistent for school or park use and are therefore of no concern for such use.

XI

SAMPLE LESSON PLAN

LESSON PLANS are the guideposts which keep the teacher on his intended path. They are invaluable to the inexperienced teacher, and even the most experienced teacher finds them extremely helpful in achieving his desired objectives.

The following sample lesson plan is intended to serve merely as a guide to the teacher, who must devise a plan applicable to his particular situation. It is designed for a six-weeks course that meets for two one-hour periods each week.

Course Objectives

To teach an appreciation of the game of tennis, with special emphasis on basic stroke techniques, the important rules, the language or nomenclature of the game, and proper position on the court.

LESSON 1

- General introduction to class procedures and course mechanics
- Explanation and demonstration of the idea and purpose of game
- Demonstration and explanation of the strokes used in the game
- Forehand hand-and-ball drills
- Forehand racket-and-ball drills
- "Dummy" full swing drills with racket

LESSON 2

- Review hand-and-ball drills and racket-and-ball drills
- Review full swing (dummy) with racket
- Hit a dropped ball (self-drop, partner-drop) three feet from fence
- Hit a tossed ball to partner 30 feet away

LESSON 3

- Review hand-and-ball drills and racket-and-ball drills briefly
- Review full swing with racket; hit tossed ball to partner 30 feet away; run and hit tossed ball to partner, 30 feet away

LESSON 4

- Start backhand.
  1. Full swing drill (dummy swing)
  2. Hit self-drop or partner-drop against fence
  3. Hit tossed ball to partner 30 feet away
- Combine forehand and backhand practice by hitting tossed balls to partner 30 feet away (balls are tossed alternately to forehand and backhand)

LESSON 5

- Review dummy swings on forehand and backhand
- Hit tossed balls on forehand and backhand
- Run-and-hit tossed balls on forehand and backhand
- Rally on court, if space permits, or against wall

LESSON 6

- Start serve.
  1. Serve against fence (six feet away from fence)
  2. Serve against fence (20 feet away from fence)
  3. Serve on court, if space permits
- Combine serve with return of serve on court, if space permits

LESSON 7

- Review forehands and backhands using tossed-ball drills
- Review serves
- Combine serves with return of serves

LESSON 8

- Teach basic rules and scoring
  1. Explain rules and scoring through use of diagrams on blackboard or on floor
  2. Students play "hand" tennis on miniature court (eight feet by four feet) drawn on floor
  3. Demonstration of sample game, played on full court by two players, while others observe to learn rules, scoring, and position play

LESSON 9

- Actual play on courts, if space permits, by all students, or if space does not permit actual play
  1. Hit tossed balls on forehand and backhand and
  2. Serve against fence or wall

LESSON 10

- Start volleys
  1. Hit tossed balls to partner three feet away
  2. Hit tossed balls on court, if space permits, or
  3. Volley against wall six feet away
  4. Volley a dropped-and-hit ball on court, if space permits, and volley driven ball on court

LESSON 11

- Review
  1. Hit tossed balls on forehand and backhand
  2. Serve against fence or on court
  3. Volley tossed balls
  4. Volley driven balls on court
- Play singles or doubles, if space permits

LESSON 12

- Review all stroke techniques
  1. Forehand
  2. Backhand
  3. Serve
  4. Volley
- Review rules, scoring, and court position
- Examination

XII

COMPETITION AND TOURNAMENTS

THERE ARE SEVERAL difficult types of competitive events that can be used by a class instructor to provide stimulating competition. The most popular types of events are those appearing in the box opposite. The first five of these competitions are generally used to determine a champion and runner-up, and when the tournament is to be of short duration.

POPULAR COMPETITIONS

- *Single Elimination*
- *Double Elimination*
- *Consolation*
- *Handicap*
- *Move-up Move-down*
- *Round-Robin*
- *Pyramid*
- *Ladder*

The Round-Robin tournament requires a great deal of time but is used to give each member of a group an opportunity to play every other member. Frequently it is used early in a course to determine the positions of the players on a challenge ladder or pyramid.

The ladder and pyramid events are used to maintain a flexible or changing ranking list over a prolonged time period. The handicap tournament can be used as a single elimination, double elimination, consolation, or Round-Robin event.

Making the Draw for Tournaments

The first step in making a draw is to determine the exact number of entries in the tournament. If the number of entries is any power of two (2, 4, 8, 16, 32, 64, etc.) there will be no "byes" and the draw will be a complete one.

If the number of competitors is not a power of two, byes will be necessary to even out the draw. The number of byes is determined by subtracting the number of entries from the next highest power of two. For example, if there are 12 entries, a bracket of 16 is necessary, and there will be four byes (to determine the number of competitors in the first round, subtract the number of byes from the total number of entries).

If there is to be an even number of byes, half of them should be placed at the top of the draw and half at the bottom; if there is an uneven number of byes, there should be one more bye at the bottom than at the top.

Seeding the Draw

In order to prevent the best players from meeting each other during the early rounds of a tournament, it is common practice to place, or "seed" them, in the draw. Seeding is usually determined by ranking, record, and reputation. Four players are usually seeded for a 16 bracket and eight for a 32 bracket. The list of seeded players, in the order of

their rank, shall be posted when the draw is posted. If two players are to be seeded, numbers 1 and 2 shall be drawn by lot and the first drawn shall be placed at the top of the upper half of the draw, and the second at the top of the lower half. If four are to be seeded, numbers 3 and 4 shall be drawn by lot also, with the first drawn being placed at the top of the second quarter of the draw, and the second drawn placed at the top of the fourth quarter. After the seeded players have been placed in the draw, all other names are drawn "blind." The first drawn fills the first vacant line in the draw, the next drawn fills the next vacant line, and so on.

SINGLE ELIMINATION TOURNAMENT

The simplest type of tournament is the single elimination tournament, in which the winner of each match advances in the tournament and the loser is eliminated. As the name implies, one loss eliminates a player; no provision is made for an "off-day" or bad luck occurring to a player. This type of draw is most convenient with a large number of contestants and only a short time available for play.

If all players are of equal ability or their ability is unknown, all names are placed in a hat and drawn blindly for positions on the draw sheet. The first name drawn is placed on the first line of the draw, the second name drawn is placed on the second line, and so on, assuming, of course, that proper provision has been made for the number of byes required.

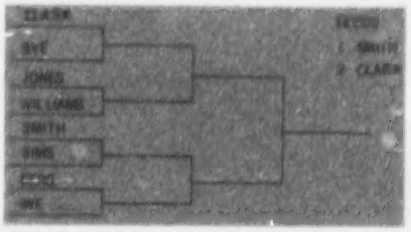


DIAGRAM 13

DOUBLE ELIMINATION TOURNAMENT

The double elimination tournament, in which a player must lose twice before he is eliminated, is superior to the single elimination tournament when a small number of contestants is involved (less than eight) for it makes allowances for players having an off-day. Byes are given for less than eight players. If more than eight players are entered, two separate tournaments can be held and the winners can meet for the championship.

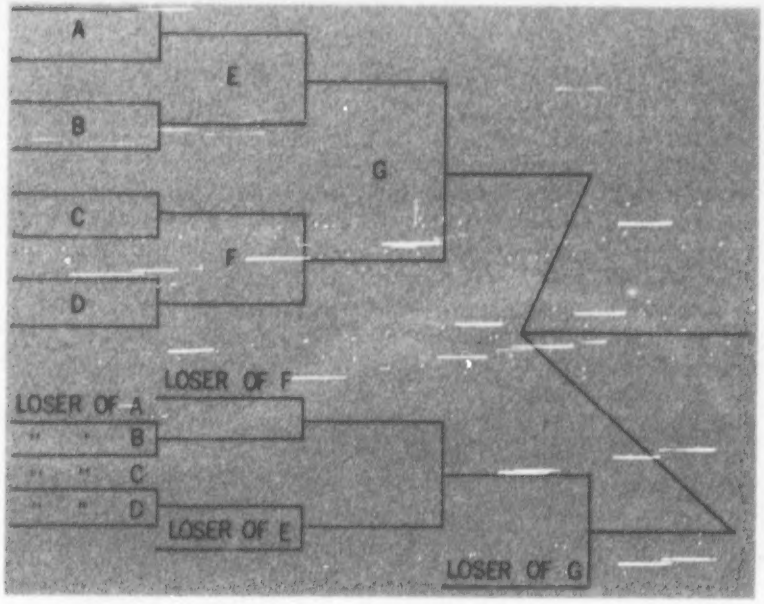


DIAGRAM 14

CONSOLATION TOURNAMENT

The consolation tournament is generally used only when the number of entries is eight or sixteen. Here, the losers in the first round of play compete with each other for the consolation title. First-round winners advance to the right and compete for the championship.

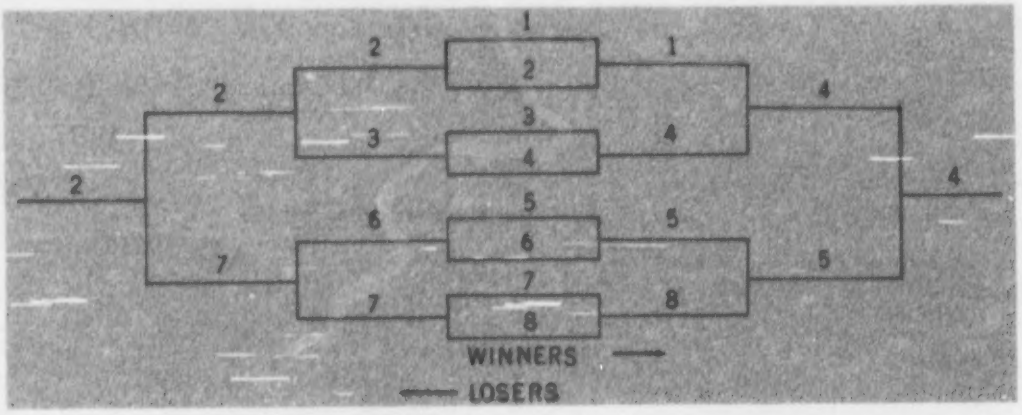


DIAGRAM 15

HANDICAP TOURNAMENT

The handicap tournament can be run as a single or double elimination, consolation, or Round-Robin event. Handicaps are assigned to each player on the basis of his ability as judged by the instructor. The best player gets the lowest handicap, the most inferior player gets the highest handicap.

When two players meet, they determine the difference between handicaps. This difference is then used for that match. For example, if a 7-handicap player meets a 2-handicap player, the difference is 5. The high handicap player than has a handicap of 5 for that particular match. He is allowed to "take" a point at 5 different times during the match or he can take any number of points at one time, not exceeding his handicap. When he takes a point, it is assumed that that point has been played and that the player who took it won it. Care must then be taken to be certain that the serve for the following point to be played is made from the proper court.

MOVE-UP MOVE-DOWN TOURNAMENT

In this type of tournament the players move up a court (from court 5 to 4 to 3, etc.) when they win. Each player strives to reach court 1 and to remain there throughout the tournament. It provides much fun in a group situation.

Players are paired as opponents and assigned to numbered courts. All start play on a signal from the instructor. After some arbitrary length of time, play is halted. The number of games won by each player is then recorded. The winner on each court "moves up" to the next lowest numbered court. The loser on each court "moves down" one court. The winner on court 1 can go nowhere, so he stays there; the loser on the last court also stays on that court (the highest numbered court). Another round is played, after which changes in position are again made. In doubles, players change partners after they change courts.

ROUND-ROBIN TOURNAMENT

In a Round-Robin tournament, each player plays every other player once, and the final standing is determined on a percentage basis.

FOR AN EVEN NUMBER OF PLAYERS:
Assign each player a number. Schedule matches according to the following (for eight entries):

1-8	1-7	1-6	1-5	1-4	1-3	1-2
2-7	8-6	7-5	6-4	5-3	4-2	3-8
3-6	2-5	8-4	7-3	6-2	5-8	4-7
4-5	3-4	2-3	8-2	7-8	6-7	5-6

Note that number 1 remains stationary and the other numbers revolve around it in a counter-clockwise direction.

FOR AN ODD NUMBER OF PLAYERS:
Assign each player a number. Schedule matches according to the following (for nine entries):

9	8	7	6	5	4	3	2	1
1-8	9-7	8-6	7-5	6-4	5-3	4-2	3-1	2-9
2-7	1-6	9-5	8-4	7-3	6-2	5-1	4-9	3-8
3-6	2-5	1-4	9-3	8-2	7-1	6-9	5-8	4-7
4-5	3-4	2-3	1-2	9-1	8-9	7-8	6-7	5-6

Note that all figures revolve, and one player has a bye in each round.

PYRAMID TOURNAMENT

The pyramid tournament, like the ladder tournament described below, maintains continuous, prolonged competition. It allows for more challenging and participating and can include a larger number of participants than the ladder tournament.

After the original drawings are made, any player may challenge any other player in the same horizontal row. If he wins, he can challenge any player in the row above him. When a player loses to someone on the row below him, he changes places with the winner. Again, as in the ladder tournament, clear, concise, and specific rules should be posted with the challenge board in order to avoid disputes about challenge matches.

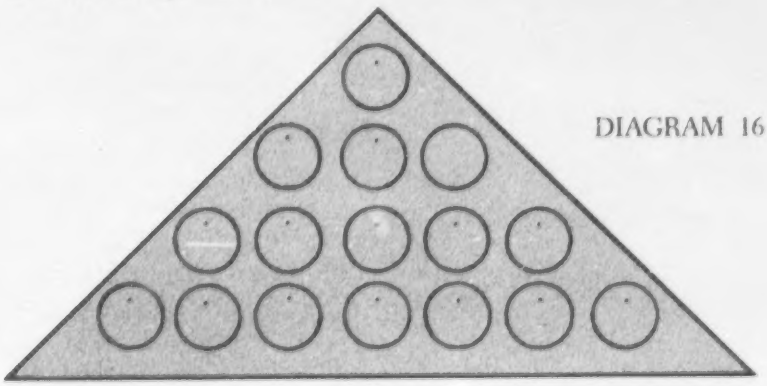


DIAGRAM 16

CHALLENGE PYRAMID

LADDER TOURNAMENT

In a ladder tournament, players are listed according to ability or ranking, with the best player at the top of the list. Competition is arranged by challenge, and a player is allowed to challenge either of the two players above him on the ladder. If the challenger wins, he changes places with the loser on the ladder. If the challenged player wins, he is allowed to challenge someone above him before he must accept another challenge. All challenges must be accepted and played before a definitely agreed time. Specific rules should be posted concerning the ladder tournament in order to avoid disputes and to keep the tournament running smoothly. This type of tournament is ideal for maintaining a continuous ranking of players over a long period of time.

MEN'S SINGLES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

DIAGRAM 17

XIII

TENNIS DEVELOPMENT

THE LARGEST and most important group dedicated to the development of tennis at all levels is the United States Lawn Tennis Association (USLTA). An understanding of the many activities of USLTA is essential to your own tennis program for within this organization are many tennis opportunities for you, your school, and your community.

The scope of the USLTA's activities is shown in a partial list of its committees:

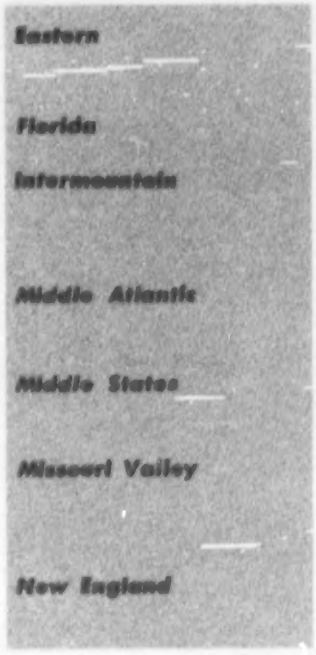
Administrative	International Play	Research and Planning
Amateur Rule	Junior Davis Cup	Sanction and Schedule
Championship	Junior Wightman Cup	Umpires
Davis Cup	Junior Tennis Council	USLTA-AAHPER Joint Committee
Executive	Ranking	Women's Advisory

NATIONAL HEADQUARTERS

United States Lawn Tennis Association
Robert S. Malaga, Executive Secretary
51 E. 42nd Street
New York, New York 10017

USLTA Sections

The USLTA is divided into 15 sections so that day-to-day tennis activities can be more effectively directed and motivated. These sections are:



Comprising the state of New York and those parts of Connecticut and New Jersey within thirty-five miles of New York City Hall.

Comprising the area of the entire state of Florida.

Comprising the state of Colorado, that part of Idaho south of the 45th parallel of latitude, Montana, Nevada (except for the counties of Washoe and Ormsby), Utah, and Wyoming.

Comprising the states of Maryland, Virginia, West Virginia, and the District of Columbia.

Comprising the states of New Jersey (except that part within thirty-five miles of New York City Hall), Pennsylvania, and Delaware.

Comprising the states of Arkansas, Iowa, Kansas, Missouri, Nebraska, Oklahoma, and that part of Illinois within a thirty-mile radius of St. Louis City Hall.

Comprising the states of Connecticut (except that part within thirty-five miles of New York City Hall), Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Northern California	Comprising the counties of Alameda, Alpine, Amador, Butte, Calaveras, Colusa, Contra Costa, Del Notre, El Dorado, Fresno, Glenn, Humboldt, Inyo, Kings, Lake, Lassen, Madera, Marin, Mariposa, Mendocina, Merced, Modoc, Mono, Monterey, Napa, Nevada, Placer, Plumas, Sacramento, San Benito, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Shasta Sierra, Siskiyou, Solana, Sonoma, Stanislaus, Sutter, Tehama, Trinity, Tulare, Tuolumne, Yolo, and Yuba in the state of California; and the counties of Washoe and Ormsby in the state of Nevada.
Northwestern	Comprising the states of Minnesota, North Dakota, and South Dakota.
Pacific Northwest	Comprising the states of Oregon, Washington, and that part of Idaho north of the 45th parallel of latitude.
Southern	Comprising the states of Alabama, Georgia, Kentucky (except Boone, Campbell, and Kenton counties), Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.
Southern California	Comprising the counties of Imperial, Kern, Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura.
Southwestern	Comprising the states of Arizona and New Mexico, together with El Paso county, Texas.
Texas	Comprising the state of Texas with the exception of El Paso county.
Western	Comprising the state of Illinois (except that part within a thirty-mile radius of St. Louis City Hall), Indiana, Michigan, Ohio, Wisconsin, and that portion of Kentucky included in the counties of Boone, Campbell, and Kenton.
Puerto Rico	Comprising the island commonwealth of Puerto Rico.

Each section has its own organization and concentrates activities on its particular areas. The governing body of the USLTA, the Executive Committee, is composed of members from these sectional associations.

Many of these sections cover four or five states, and the tennis activities in such an area are large and varied, so that these sections are divided into district associations. These districts direct the tennis work on a concentrated local basis, and it is here that you will find your greatest help in developing tennis within your school and community. As an example, the Western Lawn Tennis Association is composed of these district associations:

Chicago District • Middle Illinois • Northern Illinois • Southern Illinois • Central Indiana • Northern Indiana • Northeastern Michigan • Southeastern Michigan • Western Michigan • Northeastern Ohio • Northwestern Ohio • Ohio Valley • Wisconsin

There are member clubs in tennis associations within the USLTA, and it is by their members and on their courts that the work of tennis development is carried on.

Specific services which the USLTA and its section or district associations can perform for you are these:

CLINICS

Frequent clinics are held at schools, parks, and tennis clubs. These are clinics which demonstrate basic tennis strokes and techniques. You can obtain information about these clinics from the district or sectional tennis associations in your area.

TOURNAMENTS

There are many tournaments for boys and girls of all ages held every summer in your area. Your students may be interested in entering some of these tournaments, and a complete list of these events can be obtained from your local tennis association.

JUNIOR DEVELOPMENT

This program is one of the major activities of your local tennis association. It includes every phase of junior tennis motivation, and you should contact your local association to learn what programs are available for your school or your community. If there is no local tennis organization in your area, you should write to:

Junior Tennis Council
USLTA
51 E. 42nd Street
New York, New York 10017

LITERATURE AND FILMS

Pamphlets on many tennis subjects, films of Davis Cup matches, and a bibliography of tennis books and articles are to be found through the facilities of your district or sectional association.

RANKING

The ranking of the senior and junior men and women is available every year from your local group. These rankings will be sent to you as well as requirements for ranking.

JUNIOR CUPS

Every district has its own Junior Davis Cup team for boys and Junior Wightman Cup team for girls. These teams are the finest boys and girls from their areas, and information regarding this program is readily available from your district association.

JUNIOR TENNIS LEAGUES

These are composed entirely of boys and girls, who have their own officers and run their own tournaments. This is a very successful way to organize and motivate junior tennis enthusiasts.

JUNIOR TENNIS CLUBS

One of the most interesting of the programs carried on by many local associations is junior tennis leagues. This is essentially a program for beginners, and it can be of particular interest to your school, park, or club. Contact your local tennis group for information as to how you can participate or organize a program.

SPORTSMANSHIP AND CONDUCT

One of the important objectives of every junior tennis development program is the teaching of sportsmanship and good conduct. Regardless of the ability of a player, the common factor to all must be good conduct—on and off the court. Whether playing a championship match or a game for fun, the quality of sportsmanship should always

be paramount. Your local association can help you in developing these attributes with your players.

It is important to realize the various district and sectional tennis organizations and the USLTA are dedicated individuals operating volunteer tennis organizations. They are thousands in number, and, within their various groups, they direct a most efficient and effective national tennis program. They are constantly seeking to expand their efforts, and you should look to them for guidance and assistance.

AAHPER Functions

The American Association for Health, Physical Education, and Recreation, founded in 1885, is the national professional organization which brings together teachers, coaches, administrators, and leaders in all these related fields of education.

AAHPER members are concerned with the present operation and future progress of physical education, health education, safety education, athletics, recreation, dance, outdoor education, and programs of professional preparation for leadership in these areas. AAHPER serves at all levels—elementary and secondary school, college and university, and community.

A majority of AAHPER members are teachers responsible for the instructional programs of physical education in our nation's schools. Tennis is one of the sports included in these programs at all levels, and AAHPER has long encouraged more and better instruction in tennis skills.

Nationally, AAHPER is organized into eight divisions, each representing special interest areas. Several of these areas—including girls and women's sports, physical education, men's athletics, and recreation—are concerned with teaching and promoting the game of tennis.

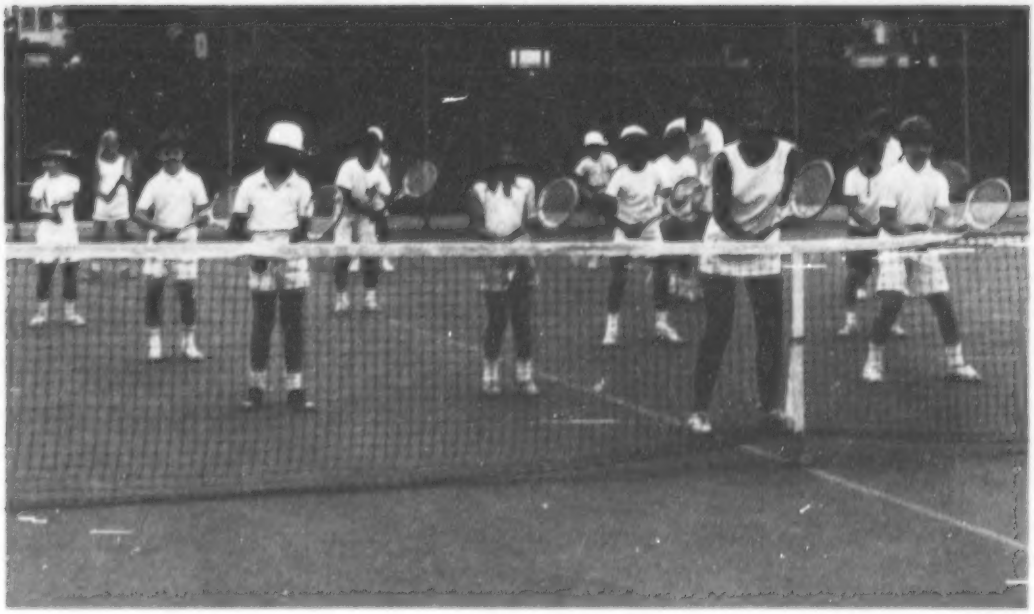
The Division for Girls and Women's Sports, for example, publishes a biennial *Tennis-Badminton-Squash Guide* as one volume in its sports library. The DGWS has also published a series of *Tennis Technique Charts* and *Selected Tennis and Badminton Articles*, a compilation of the most popular and useful articles from a variety of sources.

The Division of Men's Athletics has sponsored special sessions on tennis as part of its sports programs at national AAHPER conventions. Outstanding professional players and teachers have participated in these demonstration lessons. The Division also encourages such programs and clinics in the district and state associations affiliated with AAHPER.

AAHPER's Lifetime Sports Education Project has also worked actively over the years to promote interest in tennis as a sport which can be enjoyed for a lifetime. Special clinics have been held around the country, supplemented by the devlopment of special instructional aids—including the book *Ideas for Tennis Instruction* and a set of posters and filmstrip on tennis group instruction.

The Joint Committee of AAHPER and USLTA has made a special effort to promote group tennis instruction on a nationwide basis. The special objective of the Joint Committee is to develop tennis at the "grass roots" level. For the past 10 years, the Committee has

revised publications and stimulated new ones, compiled tennis educational film lists, distributed tennis material on a community level, operated booths on annual conventions, and developed a working relationship with other organizations, such as the National Recreation and Parks Association and the President's Council on Physical Fitness and Sports. AAHPER will continue to direct its efforts toward increasing the number and quality of tennis players in the United States. Operating on the premise that young people who have been skillfully introduced to tennis during their school experience will become tennis enthusiasts for life, the Association undertakes the improvement of instruction as its professional contribution to the game of tennis.



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World Tennis. World Tennis, Inc., 8100 Westglen, Houston, Texas 77042.

Tennis. P.O. Box 5, Ravinia Station, Highland Park, Ill. 60035.